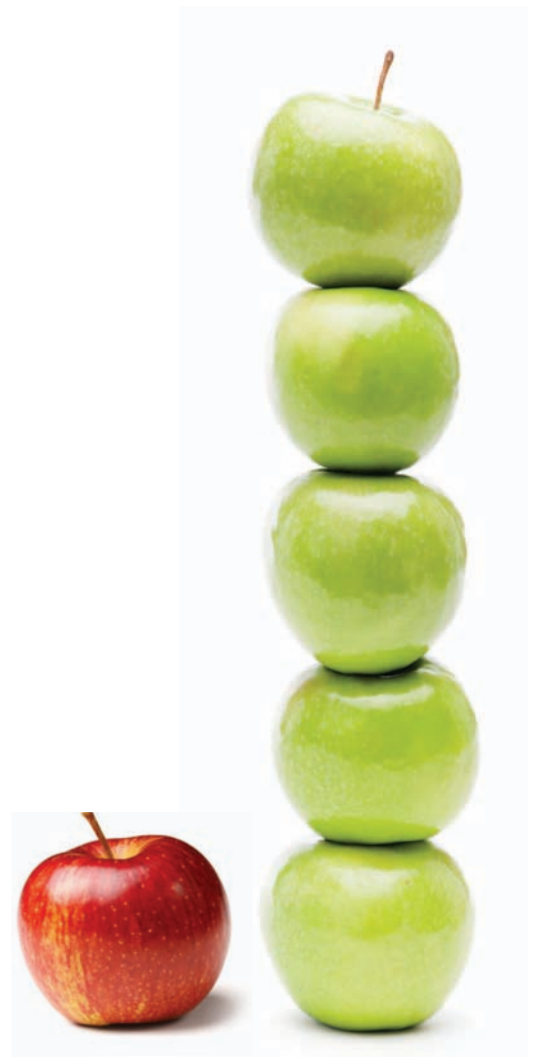


MIND THE GAP: INEQUALITY IN ONTARIO'S SCHOOLS

People for Education Annual Report
on Ontario's Publicly Funded Schools 2013



THE ANNUAL
REPORT ON
ONTARIO'S
PUBLICLY
FUNDED
SCHOOLS
2013

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DOCUMENT CITATION

This report should be cited in the following manner:
“Annual Report on Ontario’s Publicly Funded Schools 2013.”
People for Education

DATA FROM THE SURVEY

If specific research data from the survey are required, they can be provided for a fee. Elementary school data have been collected since 1997, and secondary school data have been collected since 2000. Please contact info@peopleforeducation.ca.

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People for Education is a registered charity working to support public education in Ontario’s English, French and Catholic schools.

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ACKNOWLEDGEMENTS

People for Education is supported by thousands of individual donors, and the work and dedication of hundreds of volunteers. We also receive support from the Atkinson Foundation, the R. Howard Webster Foundation, MITACS Accelerate, the Ontario Trillium Foundation, RBC Financial, the Heart and Stroke Foundation, and the Ontario Ministry of Education.

Every year, parents and principals in schools across Ontario take the time to complete our surveys and share their stories with us. And every year, many volunteer researchers help us put the data we collect from schools into a context that helps us write our reports.

In particular, we thank:

Sophia Ali	Jim Giles	Maja Mihajlovic
Anthony Blair	Taddesse Haile	Janette Pelletier
Megan Borner	John Hoffman	Gregory Querel
Patricia Briscoe	Aydeen Hosni	Ed Reed
Ross Button	Zeenat Janmohammed	Krista Shackleford
Ben Carniol	Lesley Johnston	Naeem Siddiq
Amanda Chum	Molly Kidder	Aaron Smith
Matthew C. Cole	Stacey Kwan	Kate Tilleczech
Anelia Coppes	Cori Macfarlane	Rick Victor
Lindsay Cornish	Monica McKay	Diane Wagner
Susan Elsdon	Chris Markham	Jane Walmsley
Joe Flessa	Marsha Melnik	and, as always, Dennis
Sheryl Freeman	Andres Meri	
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MIND THE GAP: INEQUALITY IN ONTARIO'S SCHOOLS

QUICK FACTS 2013

SCHOOL OVERVIEW

- Average enrolment in both elementary and secondary schools has declined by more than 10% since 2001.
- 56% of elementary schools have a teacher-librarian, compared to 80% in 1998.
- Only 26% of schools with grades 7 & 8 have a guidance counsellor.

POVERTY AND INEQUALITY

- Students in high income schools are more likely to be identified as gifted.
- High income schools fundraise five times more per year, on average, than low income schools.
- Students in high income school are much more likely to have the chance to participate in a choir, orchestra or band.

FEES AND FUNDRAISING

- The top 10% of fundraising schools raise as much as the bottom 81% altogether.
- The percentage of secondary schools that charge fees for courses has declined from a high of 83% in 2004, to 41%.
- 91% of elementary schools charge fees for field trips, and 52% charge fees for extracurricular activities

HEALTH AND WELL-BEING

- 45% of elementary schools have a specialist health and physical education teacher.
- Only 17% of elementary and 31% of secondary schools have designated staff responsible for maintaining school-community connections; three-quarters of those have no time allocated for the position.

THE ARTS

- 44% of elementary schools have a specialist music teacher, compared to 58% in 1998
- 33% of schools have neither an itinerant, nor a specialist music teacher
- Students in schools with specialist music teachers are more likely to have a chance to learn an instrument, sing in a choir, play in a band or see live performances.

SPECIAL EDUCATION

- 17% of elementary students receive some special education assistance, compared to 11% in 2001.
- 23% of secondary students receive special education assistance, compared to 14% in 2001.
- Between 2001 and 2013, the average ratio of special education students to special education teachers has risen from 22 to 1, to 36 to 1 in elementary schools and from 48 to 1 to 66 to 1 in secondary schools.

LANGUAGE SUPPORT

- An average of 8% of elementary and 4% of secondary school students are English Language Learners
- 24% of elementary students per school in French-language boards are in language support programs.
- 23% of elementary and 13% of secondary schools with 10 or more ELLs, have no specialist ESL teacher.

EARLY CHILDHOOD EDUCATION AND CARE

- 38% of schools with full-day kindergarten (FDK) have before and after school care.
- 18% of schools with FDK have year-round childcare programs.
- 44% of schools have before- and after-school programs for children in grades 1-6.

THE TROUBLE WITH APPLIED COURSES

- On average, 32% of students take applied mathematics in grade 9.
- Average family income in schools with a high proportion of applied math students is almost half that of the schools with the low proportion of applied math students.
- Only 44% of students in applied math achieved the provincial standard, versus 84% of those in academic math.

EXPERIENTIAL EDUCATION AND TECHNOLOGY PROGRAMS

- 96% of secondary schools offer co-op placements.
- 74% of schools offer Specialist High Skills Majors.
- 69% of schools have apprenticeship programs and 16% report waiting lists for them.

INEQUALITY: THE CHALLENGE IN OUR SCHOOLS

Ontario students are doing very well academically compared to students in the rest of Canada, and the rest of the world:

- Our high school graduation rates place us among the top three provinces and territories.
- Ontario has more post-secondary graduates per capita than any other province, and more college graduates per capita than any country in the world.
- Our grade 4 students outperform students in all other provinces except British Columbia on the Progress in International Reading Literacy Study (PIRLS), and rank among the top 11 OECD countries.
- On international reading and science tests (Programme for International Student Assessment [PISA]), Ontario's fifteen-year-olds score higher than the national average and among the top ten jurisdictions in the OECD.

Overall achievement is high in Ontario, but the question remains: Is that enough?

This report reveals compelling evidence that not all of Ontario's students are benefitting equally.

WHY INEQUALITY MATTERS

Publicly funded education has the potential to overcome intergenerational cycles of poverty and class. Publicly funded schools—with adequate resources, broad goals, and a mission to give every child a chance for success—can change children's lives and provide them with the skills, attributes and competencies they need for prosperous, engaged, and happy futures.

Achieving this promise requires focused effort. And while Ontario's students are doing very well overall, some students continue to be left out.

WHERE ARE THE GAPS?

This year's findings show that students in schools with high average family incomes are more likely to have access to gifted and French Immersion programs. They are also more likely to take the academic courses needed to give them a broad range of choices after they graduate, and they have a significantly higher chance of participating in a band or choir.

Schools' average family incomes can affect students' access to extracurricular activities as well. Where incomes are higher, schools charge more fees and thus can provide more choice for things like sports and arts enrichment.

There are even cases—for the first time this year—where principals report that students who pay a fee can attend instrumental music lessons during the school day, while non-fee-paying students attend regular music class.

The majority of schools charge fees—for everything from field trips to sports—and the majority provide some form of subsidy for students who can't pay. But there is no overall system in place to ensure that fees don't prevent students from fully participating in school life. While some schools do have a "right to participate" policy that ensures no child is excluded, many others rely on "quiet conversations" with parents, and some even require students to contribute volunteer hours in return for subsidies.

NEW GOALS NEEDED—FOR POLICY, FUNDING AND EDUCATION ITSELF

Currently there are three main goals for education in Ontario—increasing test scores in reading, writing and math; increasing graduation rates; and closing the achievement gap on test scores.

These narrow goals do not acknowledge the importance of things such as health and well-being, creativity, or citizenship. And they do not focus sufficient attention on another core purpose of education—providing every student with an equitable chance for success, and ensuring that *every* student can meet the vast and changing needs of the future.

It is time to ask the question: Do all of Ontario's students have the right to a broad, rich education?

If the answer is yes, of course they do, then it is time to re-examine the policy and funding that affects children and young people—including health, education, recreation, justice and social services—and it's time to set new goals supported by new funding models that will ensure that every child in Ontario can prosper—and the province along with them.

SCHOOL OVERVIEW

Ninety-five percent of Ontario students attend publicly funded schools. The work of those schools is of vital importance for both individual students and for society.

In Ontario's education system, the provincial government sets overall policy and funding for more than 4900 publicly funded schools. Through an arms-length agency—the Education Quality and Accountability Office (EQAO)—the province tracks progress in reading, writing, and mathematics for 1.8 million students, their schools, and school boards.

Ontario's 72 school boards, within four publicly-funded systems (English public, English Catholic, French public and French Catholic), make budget decisions, decide which schools to open and close, and administer board policy on local issues.

At the school level, principals and teachers make decisions about staffing and resources, build connections to the community, and work every day to educate, inspire and engage each individual student.

This report provides an overview of key issues in publicly-funded education across Ontario.

DECLINING ENROLMENT

In Ontario, the population of school-age children has been declining for more than a decade.¹ The average school size has dropped from 879 students per secondary school in 2001,² to 775 this year. In elementary school, the average school size in 1998 was 365 students; this year it is 329.

Smaller school populations can produce significant challenges:

- Two-thirds of provincial funding is based on numbers of students, which makes it harder to staff smaller schools, resulting in fewer course choices and less access to specialists.
- There are limited economies of scale in smaller schools.
- Funding for special education declines, for the most part, as student numbers decline, but the number of students with special needs is not shrinking at the same rate as the overall student population.

QUICK FACTS FOR 2013

- Average elementary school enrolment has declined from 365 in 1998, to 329.
- Average secondary school enrolment has declined from 879 in 2001, to 775.
- 48% of elementary principals have been at their current school for 2 years or fewer; and 45% have been a principal for less than five years.
- 56% of elementary schools have a teacher-librarian, compared to 80% in 1998.
- The average ratio of students to guidance counsellors in secondary school is 371 to 1.
- Only 26% of schools with Grades 7 and 8 have a guidance counsellor; they are part-time in most schools.

Declining enrolment is forcing split grades, staff surpluses, and forcing long drawn out Accommodation Review Committee meetings—there must be a better way to review the need for school closures than the current ARC process!

Principal, Elementary School, DSB Niagara

SCHOOL LEADERSHIP

Principals and vice principals make a significant contribution to children's learning.³ Principals lead the school and support effective instruction, connect with families and the community, and handle administrative issues—from building maintenance to keeping up with directives from the board and the Ministry. Vice principals contribute to leadership in the school and play a key role in student support—from special education to safe schools.

- 91% of elementary schools and 93% of secondary schools have full-time principals.
- 92% of high schools have a vice principal; the vast majority are full-time.
- 42% of elementary schools have vice principals, a percentage that has remained fairly stable over the last fifteen years. They are part-time in most schools.

According to the EQAO, in 2012, 45% of elementary school principals had been a principal for five years or fewer, and 48% of principals report they have been at their current school for two years or fewer.⁴ Principals have raised significant concerns about being able to manage their continually expanding jobs, and, over the last few years, there has been a decrease in applicants to become principal.⁵

LIBRARIES

Libraries give students a chance to explore their own interests and to learn how to critically evaluate and use information, including, increasingly, interactive online functions such as wikis and forums.⁶

In elementary schools with teacher-librarians, students in grades 3 and 6 are more likely to report that they ‘like to read’.⁷ However, the percentage of elementary schools staffed with teacher-librarians has never recovered from cuts in the late 1990s.

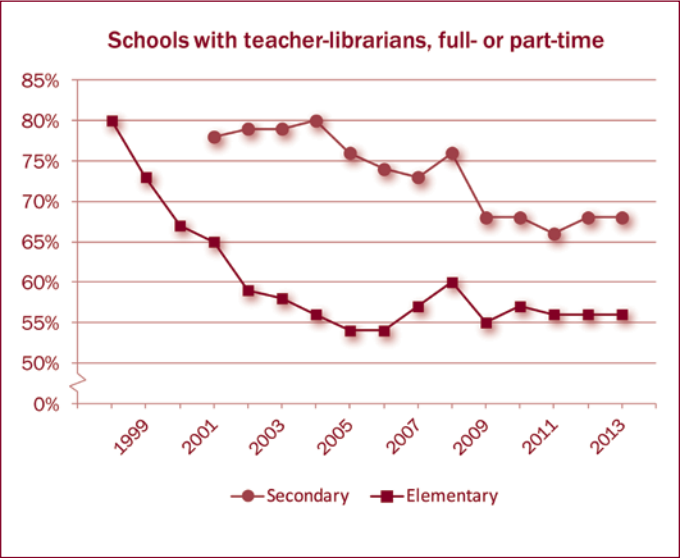
In 2013:

- 56% of elementary schools have a teacher-librarian, a figure that has been consistent for several years but is down from 80% in 1997. They are part-time in over three-quarters of those schools;
- 33% of elementary schools use library technicians only, who maintain and organize the collections;
- 11% of elementary schools have no library staff at all;
- only 68% of secondary schools—where there is an emphasis on students’ independent work and research skills—have a teacher-librarian. Most are full-time; and
- in eastern Ontario, 19% of elementary schools have a teacher-librarian on staff. In the GTA, 83% of elementary schools have one.

GUIDANCE COUNSELLORS

Guidance counsellors have many roles, including supporting students and helping them plan for the future. Virtually all Ontario secondary schools have guidance counsellors on staff. On average, each guidance counsellor is responsible for 371 students, which may make it difficult to deliver personalized advice and services.

By contrast, guidance counsellors are relatively rare in elementary schools. Even in schools with grades 7 and 8, where students may require more support and are choosing paths for high school, only 26% have even a part-time guidance counsellor.



We are under-staffed in the areas of Social Work and Guidance. We have a Social Worker, who is wonderful—but totally overwhelmed with the needs of the school. She is with us ½ day per week (Monday). Our Guidance teacher, also a fantastic person, is with us ½ day every OTHER week! Clearly not enough support!

Principal, Elementary School, Toronto Catholic DSB

SPECIALTY PROGRAMS

This year, for the first time, we asked whether schools had specialty programs. While 18% of elementary and 28% of secondary schools offered French Immersion, a large number of schools indicate they have ‘other’ specialty programs, including special education programs, or, in high schools, experiential learning programs such as high skills majors (see also Experiential Education and Technology Programs, page 32).

TYPE OF PROGRAM	ELEMENTARY	SECONDARY
French Immersion	18%	28%
Alternative program	4%	18%
Arts or sports program	1%	9%
International baccalaureate	<1%	5%

POVERTY AND INEQUALITY

Public schools, at their finest, give all students the opportunity to do well and overcome inter-generational cycles of poverty.

While the gap in academic achievement between high and low income students is relatively low in Ontario by international standards,¹⁰ students' socio-economic status continues to affect their chances for success.¹¹

Currently, one in seven Ontario children (383,000) live in families with incomes below Statistics Canada's Low Income Measure (LIM).¹² One in ten live in households that cannot afford items such as dental care, daily fruit and vegetables, or hobby and leisure activities.¹³ These children are more likely to be Aboriginal, racialized, recent immigrants, have disabilities, or be living in a female-led, lone-parent family.¹⁴

The opportunities offered by schools—rich curriculum, high-quality instruction, access to enrichment and appropriate services, and diverse peer groups—can contribute to students' positive outcomes and close academic achievement gaps.¹⁵

People for Education looked at several factors to see if there were significant differences between schools, based on family income. Our results show some significant gaps—and some areas where schools and communities are working together to bridge them. (See also *The Trouble with Applied Courses*, page 28)

FAMILY INCOME

People for Education obtained average per-school demographic data based on the 2006 census from the Education Quality and Accountability Office (EQAO). We compared elementary schools by average family incomes, looking at the 10% with the highest incomes and the 10% with the lowest incomes.

In low income schools:

- the average family income is \$44,455, compared to \$152,773 in high income schools;
- 14% of parents do not have a high school diploma, compared to 2% of parents in high income schools;
- parents are half as likely to have a university degree;

DEMOGRAPHICS OF ONTARIO ELEMENTARY SCHOOLS ⁸			
	Low income schools ⁹	Ontario Average	High income schools
Family income	\$44,455	\$82,054	\$152,773
Students in low income (LICO) families	39%	17%	9%
Parents with university degrees	21%	30%	54%
Parents without a high school diploma	14%	7%	2%
Lone-parent households	31%	19%	12%
Recent immigrants (5 years or less)	12%	5%	3%
Aboriginals	5%	3%	1%
Percentage of students with special educational needs	25%	19%	13%
English Language Learners	10%	7%	4%
First Language other than English or French	35%	19%	13%

- students are more than twice as likely to be living in lone-parent households; and
- students are four times more likely to be recent immigrants, and five times more likely to be of Aboriginal identity.

SPECIAL EDUCATION

There are also differences between overall rates of special education services, based on school-level income factors.

- High income schools are significantly more likely to have a gifted education program.
- 25% of students in low income elementary schools are classified¹⁶ as having special education needs, compared to 13% of those in high income schools.

A recent study by the Toronto District School Board used detailed administrative records and school- and individual-level demographic data to show other worrying trends in special education.¹⁷

- Students in schools with higher family incomes were much more likely to be identified as gifted, learning disabled or autistic.
- Students in schools with lower family incomes were more likely to be identified with Language Impairment, Developmental Disability, Mild Intellectual Disability, or Behavioural issues.
- Students in schools with lower family incomes were also somewhat less likely to be formally identified (which entitles them to services under the *Education Act*).

The research also pointed to racialized patterns in identification.¹⁸ Based on these findings, TDSB researchers recommended a review of assessment and identification processes.

FRENCH IMMERSION

Only 7% of low income schools have French Immersion programs—the most common type of specialized program in Ontario—compared to 26% of high income schools.

FEES AND FUNDRAISING

Average family incomes also make a difference when it comes to fees and fundraising.

Secondary schools are almost twice as likely to charge course or athletic fees in the highest income schools compared to

the lowest; and the richest schools fundraise at five times the rate of the schools with lowest family incomes. These private funds pay for enrichment for students who often have access to a range of out-of-school enrichment as well.

ARTS

Schools with higher family incomes are much more likely to offer the opportunity to participate in a choir, orchestra or band—even though those schools are, on average, smaller.

Interestingly, schools where a high percentage of students live in poverty are more likely to report that their students see performances through the year. This outcome may reflect effective use of grants such as the Learning Opportunities Grant, or grants some boards provide to schools with a high proportion of low income students.

LEARNING OPPORTUNITIES GRANT

There is some provincial funding provided to boards that is partly based on student characteristics such as family income, lone-parent status, and parental education. But the funding—known as the Learning Opportunities Grant (LOG)—was cut substantially in 2006, and its focus diluted so that it is now intended to fund a number of programs for all students, including a variety of literacy and numeracy programs, and the province's Student Success Strategy.

There is no requirement in Ontario's education policy that school boards spend the LOG funding on measures that have been shown to ameliorate some of the impacts of socio-economics. In addition, the province has not acted upon long-standing recommendations to strengthen the grant and measure the effectiveness of the programs it funds.¹⁹

RECOMMENDATIONS

Students' socio-economic status has an impact on their chances for success, and public schools at their finest help all students achieve. Currently, in Ontario there is evidence that family income has an impact on the resources and programs available in schools.

People for Education recommends that the province:

- develop a new policy framework and a new special-purpose grant—the Equity in Education grant—focused specifically on programs and supports that have been proven effective to mitigate socio-economic and ethno-racial factors affecting disadvantaged students;
- protect the funding in the new Equity in Education Grant and require school boards to report annually on the programs and services funded by the Grant;
- conduct annual evaluations to ensure the programs funded under the Grant are achieving their goals; and
- collect data on students' ethnicity, race and socio-economic status, to assess and report on schools' effectiveness at ensuring that all students—across income and racial backgrounds—have equal learning opportunities and experiences across the curriculum, including the arts, special education and access to specialized programs.

FEES AND FUNDRAISING

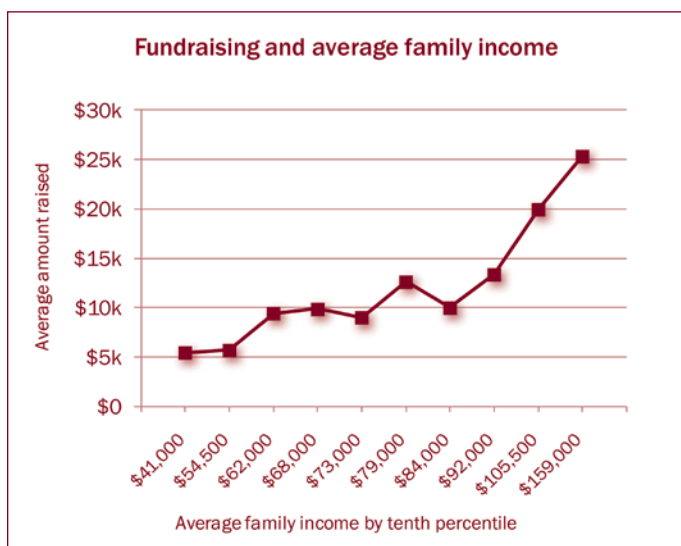
Ontario schools continue to rely on fees and fundraising to augment school budgets and cover the cost of enrichment. This reliance increases the gap between “have” and “have-not” schools.

Many schools rely on fundraising for activities that contribute to student engagement, including school sports, arts, and trips. However, the funds are not equitably distributed across Ontario schools, and there is a wide variation in how schools subsidize activities and programs that require fees for participation.

FUNDRAISING

There is a wide range in the amounts that schools fundraise—from \$0 to \$500,000. While 17% of secondary schools say they don’t fundraise at all, nearly every elementary school reports fundraising.

The most telling difference is in the fairly small number of schools at the top end, which fundraise substantially more than all the others. The top fundraising schools also have the highest average family incomes, and the top 10% raise as much as the bottom 81% combined.



QUICK FACTS FOR 2013

- The top 10% of fundraising schools raise as much as the bottom 81%.
- Since fee guidelines were introduced in 2011, the percentage of secondary schools that charge fees for courses has declined from 68% to 41%.
- 91% of elementary schools charge fees for field trips, and 52% charge fees for extracurricular activities.
- High income elementary schools fundraise at five times the rate of low income schools.

FEES

Ontario’s *Education Act* guarantees resident students the “right to attend school without a fee,” and requires that boards provide “instruction and adequate accommodation,” and textbooks.²⁰

Despite this, there are many kinds of fees in Ontario elementary and secondary schools—from charges for field trips to fees for participation in extracurricular activities.

Staff members with music degrees/skills teach instrumental music to grades 7 and 8 for a fee—but no student is denied entry (school will cover fee). A non-instrumental music class runs at the same time with no fee.

Principal, Elementary School, Rainy River DSB

In 2011, the province released fee guidelines that explicitly prohibit schools from charging fees for core materials necessary to teach the curriculum.²¹ The guidelines do allow fees for student activities, field trips and extracurricular activities. Fees for “enhanced materials” are also still permitted.

Since the guidelines were introduced, the percentage of secondary schools charging lab or material fees dropped from 68% to 41%.

Approximately a quarter of secondary schools still charge fees for art and health and physical education, and just under 20% charge for design and technology courses, music courses and family studies. Five percent of schools charge for science, and a handful still report having fees for courses such as business, English and math.

Students can pay to join a music academy which includes piano lessons.

Principal, Elementary School, Ottawa Catholic DSB

FEES FOR ENRICHMENT

Participation in activities outside the classroom is strongly linked to engagement in school and academic success.²² Unfortunately, this is also the area where fees are most common:

- 93% of secondary schools charge a student activity fee ranging from \$10–\$100 each year.
- 71% of secondary schools charge athletic fees, ranging from \$4–\$1500 per student.

Elementary schools also charge fees for a range of activities:

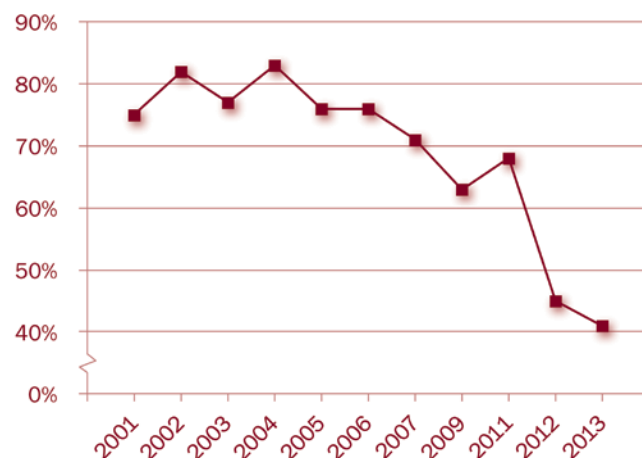
- 52% have fees for extracurricular activities.
- 91% charge fees for field trips.
- 47% have fees for lunchtime programs.

A number of principals raised concerns about the high costs of busing for sports and field trips. These costs are often covered by fundraising.

Busing is incredibly expensive and it costs a fortune to ensure that all students get to participate in field trips and sporting events. Most of our fundraising goes towards busing and smartboards.

*Principal, Elementary School,
Hastings and Prince Edward DSB*

Percentage of secondary schools charging course fees



The cost of busing is so high that it is affecting programming at the school. We are very small and want to provide as much as possible to our students in the area of experiential learning...but we are now cutting back due to costs.

Principal, Elementary School, Rainy River DSB

Fees are also creeping into new areas. For the first time, this year, a number of principals report that some students attend fee-based instrumental music lessons at school during the school day, while the rest of the students in their class participate in other regular programming.

A student can learn an instrument during school hours if the parent pays for the individual student.

Principal, Elementary School, Limestone DSB

FEES AND FAMILY INCOME

It is far more likely that a secondary school will charge fees—and, presumably, offer enriched materials and experiences—where the average family income is higher. For example, in the secondary schools where family income is in the top 10%, 85% charge Athletic fees. In comparison, only 45% of schools where family income is in the bottom 10% charge Athletic fees. This may mean that expensive sports, such as hockey, are simply not offered in schools with lower average family incomes.

Elementary schools where family incomes are in the top 10% are more likely to charge for extracurricular activities and lunch programs.

In comments, a number of schools with lower average family incomes indicate that they have dealt with affordability issues by not charging any fees, or looking for ways to minimize them.

“Schools in needy communities like ours go without many activities. We look for FREE events. We limit the number of out of school trips. We try and bring in cheap presentations.”

Principal, Elementary School, York Catholic DSB

When schools charge fees, they are likely to create barriers to low income students’ participation in the full life of the school.

In a survey of Ontario secondary school students in 2011, 36% responded that fees were a barrier to participating in some activities at school.²³ Almost all schools in Ontario include at least some children directly affected by poverty.

WHAT IF STUDENTS CAN'T PAY?

We asked principals how their school deals with fees for students who can’t pay.

While the vast majority of schools report that fees are subsidized to ensure that all children can participate, their responses reveal a patchwork of policies and resources around subsidies.

Some schools provide flexible payment plans, and in several secondary schools and one elementary school, students who can’t pay are asked to do service or community work or volunteer hours in return for a subsidy.²⁴

But there were some cases where principals report that students “opt out,”²⁵ or “they pay or they are not in the program.”²⁶ Other schools report providing “an alternative activity” for students who could not afford to participate in fee-based activities.²⁷ A number of schools also say they only subsidize classroom or curriculum related activities.²⁸

We arrange for payment, no questions asked. Our School Council subsidizes programs it runs, our school subsidizes programs we run, and any outside agency must do the same to be considered to be a part of our community.

Principal, Elementary School, Ottawa Catholic DSB

Several schools said they publicize the availability of subsidies whenever there is a request for funds; far more mentioned “quiet conversations” or a “private chat” with parents or students. One school stressed that they tried to ensure the student did not know about any subsidy (and dealt directly with parents).²⁹

Some schools rely on teachers to identify students who may need financial support. Others have a formal application process. Some principals have a process where requests are “assessed;”³⁰ far more say subsidies are handled on a “no questions asked basis”.

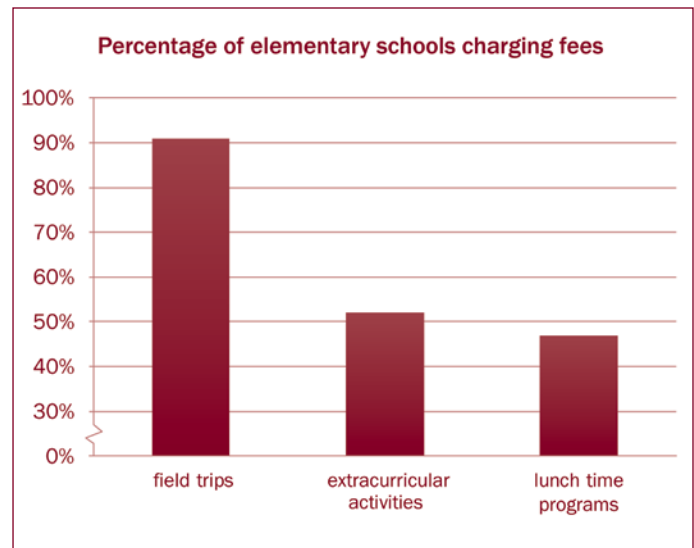
RIGHT TO PARTICIPATE

There are schools that stress that all fees are voluntary, for example: “All requests for funds are completely voluntary. No students are ever exempted from a program, or denied resources, based on this voluntary payment.”³¹

A few mentioned more formal policies at the school: “No child is excluded. School Council is also committed to this principle.”³² One school noted that the “right to participate” is a board policy.³³

WHO FUNDS FEE SUBSIDIES?

Schools subsidize fees in a variety of ways. Some use school budgets or grants from their boards for poverty intervention, while others use school-generated funds such as cafeteria revenues. Many schools use funding raised by the school council to offset the cost of subsidies. Some schools report getting financial support from external agencies—either a foundation associated with their board, service clubs, municipalities, or a local First Nation. A number report receiving donations from individuals in the community to meet this need. Several schools reported that staff routinely contributes, for example: “Teachers pay into a fund (\$30/year) and we pay the cost of field trips, schools supplies, sports, etc. for students who can’t.”³⁴



RECOMMENDATIONS

A reliance on fees and fundraising in Ontario schools increases the gap between “have” and “have-not” schools. The current patchwork of policy and practice around fee subsidies undermines the idea that every child should have a right to participate in all activities offered in their public school.

People for Education recommends that:

- the province develop policies to ensure that every student in Ontario has access to a broadly based education that includes adequate learning materials in all subjects, and access to extracurricular activities, arts programs and sports, at no extra charge;
- the province develop policy guidelines around fee subsidies in schools, based on the principle that all students have a right to participate in all curricular and extracurricular activities in their public school;
- the province publish a detailed annual report on all school-generated funds, including all fees and all fundraising;
- the EQAO include questions on its student and principal surveys that will allow it to track the enrichment opportunities—and levels of participation—available within each school; and
- every school council develop and publicize a fundraising and fee policy that clearly outlines how students can participate in all activities in the school, regardless of their families’ financial capacity.

HEALTH AND WELL-BEING

In Ontario, the stated goals of education are to support students' achievement *and* their well-being.³⁵

The province has taken significant steps to improve student achievement in reading, writing and math. But progress on students' health and well-being has been much more difficult to achieve.

It *is* possible to change the trajectory of children's prospects for good health, and experts from around the world agree that schools are the ideal place to do it.³⁶

HEALTHY SCHOOLS

To be truly effective, school health initiatives must include a combination of:

- strong health and physical education curriculum;
- connections to outside community partners such as recreation, public health and mental health; and
- an overall commitment to students' health as an important educational goal.³⁷

HEALTH AND PHYSICAL EDUCATION CURRICULUM

In 2010, the government released an updated elementary Health and Physical Education (HPE) curriculum that was the result of a comprehensive two-year research and consultation process.

The new curriculum (minus the human development and sex education components, removed because of objections from a vocal minority), focuses on an integrated approach to health, including mental health, healthy eating, personal safety, substance use and addictions, growth and human development. For sex education, teachers must use the old curriculum.

QUICK FACTS FOR 2013

- 45% of elementary schools have a specialist health and physical education teacher; they are part-time in one-third of schools.
- 58% of principals rate the daily physical activity (DPA) program at their school as good or excellent.
- 41% of elementary, and 60% of secondary principals rate their school's capacity to support students' mental health as good or excellent.
- Only 17% of elementary and 31% of secondary schools have designated staff, other than the principal or vice principal, responsible for maintaining school–community connections; three-quarters of those have no time allocated for the position.

[Delivery of the health curriculum is] an on-going issue as we focus our professional development on literacy and numeracy. As we do not have expertise in this area, it becomes challenging. Furthermore, it is a stressful topic because of the myriad of divergent parental views. Some of our teachers work closely with the public health nurse, and this collaboration has been very successful and adds credibility to the material.

Principal, Elementary School, Ottawa-Carleton DSB

Because the new elementary curriculum has not been fully released, the province is unable to release new secondary school curriculum, meaning that high school students are being taught curriculum that is 15 years out of date, and that lacks a focus on mental health or new issues like cyber-bullying.³⁸

HEALTH AND PHYSICAL EDUCATION SPECIALISTS

The majority of principals (79%) rate the delivery of the integrated health aspects of the HPE curriculum (mental and sexual health, human development, addictions, safety etc.) at their school as good or excellent. But schools with specialist HPE teachers were even more likely to respond positively. Many principals commented that delivery varied with the expertise and comfort level of the teacher.

In elementary schools in 2013:

- 45% have a specialist HPE teacher; they are part-time in one-third of schools; and
- 52% of schools with HPE teachers report the teachers are able to teach all the students.

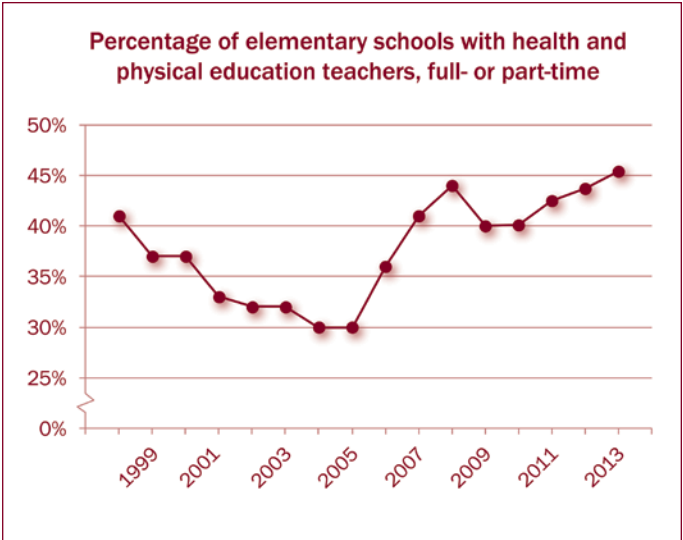
Not everyone is comfortable teaching gym classes, so the quality of the program depends on the interest and skill of the teacher.

Principal, Elementary School, Lambton Kent DSB

There is a growing body of international evidence that physical education specialists make a difference to programs that seek to improve a range of important health outcomes, and boost academic achievement.

In Australia, the LOOK (Lifestyle of Our Kids) study has tracked 620 students since grade 3—they are now 15 years old.

Students were divided into two groups—an experimental group, receiving specialized physical education instruction twice a week, and a control group receiving regular physical education taught by their classroom teacher. Students receiving specialized physical education were found to gain fat more slowly, have lower insulin levels, and do better in math than those taught by regular classroom teachers.



There were noticeable differences between practices of specialists and regular classroom teachers, including more time on activities like strength, flexibility and dynamic postures; more use of games and group activities to learn skills, more participation by the teacher, and more opportunities to reflect on what was learned. Classroom teachers were more likely to focus on having students running and playing organized sports.³⁹

A number of other studies have also identified the role of specialist teachers in producing better health outcomes from school-based physical education programs.⁴⁰

ACTIVE KIDS

In 2005, the province introduced a policy mandating that all students from Grades 1 to 8 receive at least 20 minutes of sustained moderate to vigorous physical activity every school day during instructional time.⁴⁰

Daily physical activity (DPA) can take place in physical education classes or as part of regular classroom activities.

In 2013:

- 58% of principals rate DPA at their school as good or excellent; and
- 14% of principals rate their DPA as poor or needs improvement; but that number is much higher in central Ontario and the GTA, where 28% and 21% respectively say the DPA in their schools is poor or needs improvement.

DPA is difficult to deliver when there's already so much pressure to fit other curricula into the day.

Principal, Elementary School, Kawartha Pine Ridge DSB

A recent study of more than 1000 GTA students found that fewer than half of participating children were provided with DPA every day, and not a single child engaged in sustained moderate to vigorous activity for twenty minutes or more. Where children were receiving more DPA, they were more likely to meet national physical activity guidelines and less likely to be obese.⁴²

Several principals report that their schools have inadequate gymnasium space, so they either schedule shorter physical education classes, or schedule gym time on an alternating basis.

In secondary school, there is no physical activity requirement. Students are only required to take one credit of health and physical education in order to graduate.

SUPPORT FOR MENTAL HEALTH

All students need support—including positive relationships with peers and caring adults—to build resilience and stay mentally healthy. The new provincial mental health policy, *Open Minds, Healthy Minds*, calls for improving access to high quality mental health services, early identification and intervention, and closing service gaps for vulnerable groups.⁴³

This year, 41% of elementary and 60% of secondary principals rate their school's capacity to support students' mental health as good or excellent. Last year, nearly one-quarter of principals reported that their access to mental health supports outside the school was poor.

In their comments, principals say they value the hard work of their staff to meet students' mental health needs, but note that there is a need for better access to outside services and resources to support their work.

What we do, we do very well, and all of the staff work extremely hard, [but] there are many social and emotional issues that are beyond the scope of the classroom teachers, and students need specialized support to be successful in our classrooms.

Principal, Elementary School, Thames Valley DSB

LIAISON WITH THE COMMUNITY

A key aspect of building healthy schools is a rich web of connections to the services that both keep children healthy (parks and recreation, public health) and that can respond to health needs as they emerge (mental health services, and other medical and social services).

The province funds approximately \$88,000 per board to cover the cost of an outreach coordinator to manage the community use of schools.⁴⁴ But the focus of these staff is on the use of school buildings, rather than creating liaisons with community agencies and organizations.

- Only 17% of elementary and 31% of secondary schools report having a staff member—other than the principal or vice principal—who has responsibility for maintaining school-community connections. Of those, more than three-quarters report there is no staff time allocated for the role.

HEALTHY SCHOOLS

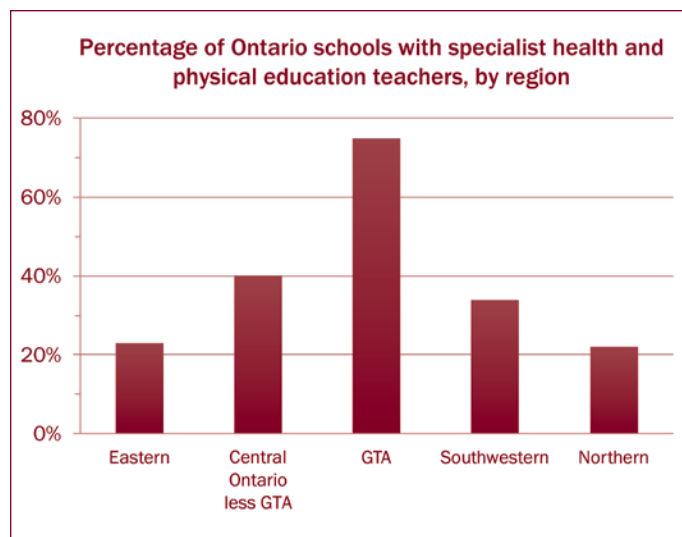
While there is no overall, funded health strategy for Ontario's children, there are many examples of effective school health programs in the province.

In 2002, Ophea (the Ontario Physical Health and Education Association) oversaw a five-year "Living School" initiative to develop a community-driven approach to health promotion for school-aged children. A Living School acts as a hub of active, healthy school communities in a network of partnerships.⁴⁵

Research and evaluation studies of the initiative showed:

- increased sense of belonging, attachment and safety in the school community;
- increased physical activity levels and trends toward healthier eating behaviours among both students and teachers;
- growing appreciation of the value of community partners and how to work effectively with them;
- growing belief in the ability of the school community to influence student health behaviours and attitudes; and
- positive changes in students' academic performance.⁴⁶

The People for Education report, *Ready, Set Go! Building Healthy Schools in Ontario*, contains a number of other examples of effective healthy schools programs from across Ontario.⁴⁷



RECOMMENDATIONS

To ensure a long-lasting impact on student health, children and young people require comprehensive and interconnected health policies.

People for Education recommends:

- Ontario's Ministries of Health and Long Term Care, Education, and Children and Youth Services work together to develop a comprehensive framework to support the health of children and young people. The framework should include:
 - academic and health outcome goals, including specific health outcome goals for schools, and strategies to achieve them;
 - increased funding to support healthy schools policy;
 - funding for school-based community liaison staff; and
 - ongoing monitoring and evaluation.
- schools and boards strengthen alliances with community agencies and other public services to support healthy schools; and
- the Ministry of Education release the complete revised Health and Physical Education curriculum for elementary and secondary schools.

THE ARTS

Creativity is considered to be one of the key skills necessary to thrive in the 21st century,⁴⁸ and one of the best ways to foster creativity is through arts education.⁴⁹

There is strong evidence showing arts education fosters student engagement and achievement.⁵⁰ Arts programs in school also help children learn to express themselves, to work with others, to take risks, and to learn about cultural traditions—their own and others.⁵¹

When publicly-funded schools are adequately resourced, they are the best place to ensure *every* child has regular access to the arts, both through curriculum and enrichment.

Each year it becomes harder to carve out sections for the Arts... society seems to have lost the importance of a balanced Liberal Arts education.

Principal, Secondary School, Halton DSB

RICH CURRICULUM, VARIABLE DELIVERY

Ontario has detailed and compulsory curriculum for visual arts, drama, dance and music in elementary school, but not all teachers are equally comfortable teaching every aspect of the curriculum. For example, the music curriculum requires that teachers teach students musical notation and how to compose music. Only a minority of schools have a specialist music teacher, and most of them are part-time.

In 2013, in elementary schools:

- 44% have a specialist music teacher, compared to 49% last year; this is the lowest level since 2005, and far from peak levels of 58% in the late 1990s;
- in schools with a music teacher, 40% are part-time;
- 33% of schools have neither an itinerant, nor a specialist music teacher;
- 21% of schools have *only* an itinerant music teacher; and
- 62% of schools in the GTA have music teachers, compared to 26% of elementary schools in northern Ontario, and 32% in eastern Ontario.

QUICK FACTS FOR 2013

- 44% of schools have a music teacher, either full- or part-time, compared to 49% last year.
- Schools with a specialist music teacher are significantly more likely to offer the chance to learn an instrument in school hours, be part of a choir, band or orchestra, perform in public, and see live performances.
- Schools with higher average family incomes are more likely to offer students the chance to be part of a choir, band or orchestra.

SPECIALISTS = GREATER ARTS ENRICHMENT

New questions on this year's survey show that in elementary schools with a specialist music teacher, students are significantly more likely to have the chance to learn an instrument in school hours, be part of a choir, band or orchestra, and to perform or display their art in public. Schools with specialists are also more likely to report that their students see live performances.

Many elementary schools without specialist teachers report they have an itinerant music teacher. These teachers—who go from school to school—can be certified teachers (though not necessarily music specialists), or musicians with or without certification. They often teach in specific areas such as band, or teach students to play specific instruments.

There has been a steady increase in the use of itinerant music teachers across the province, from 20% in 2001 to 39% this year. Itinerants can perform a vital role, but because they are not school-based, it is difficult for them to build an “arts culture” in a school.

EQUITABLE ACCESS TO ARTS-ENRICHED LEARNING

A loss of funding for arts enrichment and narrowly defined goals for education that often relegate the arts to being “extras,” have had an impact on students’ access to the arts.

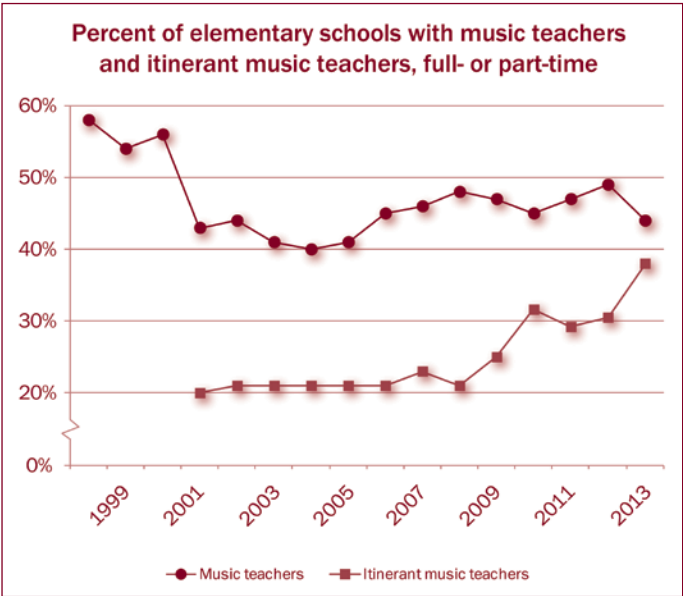
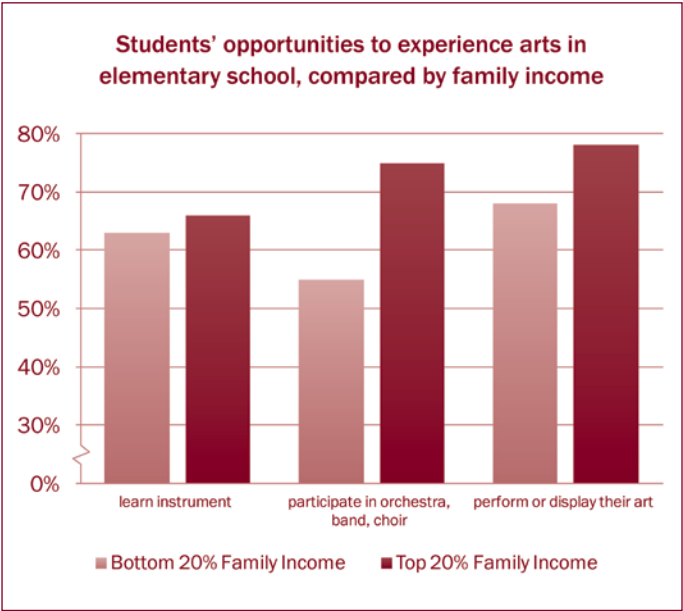
Several principals identified a drop in arts opportunities in their school when the provincial government eliminated the Program Enhancement Grant, which was intended to support a “well-rounded education,” including arts programs in schools.⁵² This year, many principals also noted that contract disputes had a negative impact on their schools’ arts programs.

Nearly all schools report that at least some students see at least one live artistic performance in the school year, and most offer the opportunity to learn an instrument, participate in a band, orchestra or choir, or perform or display their art.

But in one-third of elementary schools, students *don’t* have the opportunity to work with an artist, be in a musical group, or learn an instrument. These activities can be—and often are—integrated into the curriculum, but when arts are treated simply as enrichment, they are particularly vulnerable to cuts in funding from the province or the school board.

We bring in a dance teacher—formerly paid for out of the Program Enhancement Grant. This year we are paying for it out of student fundraising because staff and students wanted to continue with the program. Losing that funding hurt. All JK–8 students were involved in dance sessions. Bringing in a play or other talents comes from student fundraising as well.

Principal, Elementary School, Lambton Kent DSB



OPPORTUNITIES TO EXPERIENCE THE ARTS	ELEMENTARY	SECONDARY
Connected to curriculum		
Students can participate in a band, orchestra or choir	65%	84%
Students can learn an instrument during school hours	64%	90%
Students can perform or display their art	73%	92%
Arts enrichment		
Students will see at least one live artistic performance	93%	94%
Students will see three or more live artistic performances	22%	40%
Students will have the opportunity to work with an artist	65%	–
Students will have three or more opportunities to work with an artist	10%	–

FEES AND FUNDRAISING FOR THE ARTS

The lack of recognition of strong arts education as a core educational goal can also lead to a reliance on parent fundraising and fees to supplement arts' budgets.

This year's findings show that elementary and secondary schools with higher fundraising are more likely to report that students will see live performances. At the same time, schools with higher average family incomes are much more likely to offer opportunities to participate in a band, choir, or orchestra.

This can, in turn, increase the inequity among schools. Students with parents who can afford the lessons, concerts and cultural enrichment are also more likely to attend schools where parents can fundraise more and where students can pay fees. Students with less access to outside enrichment may not be able to afford fees and often attend schools with less fundraising.

Some principals commented that although arts opportunities exist in their schools, not all students have the opportunity to take part.

A student can learn an instrument during school hours if the parent pays for the individual student.

Principal, Elementary School, Limestone DSB

For the first time, this year, a number of principals report that some students pay a fee to attend instrumental music lessons at school during the school day while the rest of the students in their class did the programming that would normally be available.

Other principals report there is “not enough money raised through fundraising to afford artistic performances.”⁵³

- 26% of secondary schools charge fees for visual arts courses, and 15% charge fees for music courses.
- In the People for Education 2012 School Council Report, one-third of school councils reported that they fundraise for arts enrichment in their school.

Some principals commented that arts enrichment in their school is supported by funding from the province's Urban Priority High School Grant⁵⁴ or from outside charitable organizations.

SIZE MATTERS

In elementary schools, funding for specialist teachers comes from teacher preparation time. Every teacher must have time during the school day to prepare lessons, contact parents and work with other teachers. During that time, another teacher covers the class. Thus, funding for preparation time is actually funding for other teachers, and more students equals more teachers. As a result, larger schools are far more likely to have full-time music teachers. The average number of students in schools with a full-time music teacher is 486, well above the average school size in the province.

Our school almost lost the music program because of a reduced number of students and teachers. Our music teacher was bumped from the school. We managed to keep the program because we had a teacher who is a musician and was willing to teach the one section of music we had left. We had to combine all grades in the one class.

Principal, Secondary School, Toronto DSB

ARTS IN SECONDARY SCHOOL

Students are required to take at least one arts credit in high school.⁵⁵ This year, for the first time, People for Education surveyed secondary schools on the availability of arts courses in senior grades.

The vast majority of schools offer some visual art, music and drama courses in grades 11 and 12, with visual art and music the most common. Dance and the interdisciplinary ‘Exploring and Creating in the Arts’ credits are offered in less than a quarter of schools. The courses are offered, but it appears that many students may not be able to take advantage of them. A number of principals report that students struggle to fit arts courses into their timetable.

Music is offered during course selection time; however, this year the number of students requesting music courses was low, resulting in the cancellation of courses.

Principal, Secondary School, Near North DSB

RECOMMENDATIONS

There is strong evidence that arts education provides a key foundation for developing students’ creativity, engagement and academic achievement. Arts education both supports individual learning and development, and builds students’ capacity to communicate and work in teams.

People for Education recommends that the province institute:

- policy and funding to ensure that all students—regardless of where they live or their family income—have access to arts instruction during school hours, and arts enrichment either during or after school; and
- policy and funding to ensure that every elementary student has the opportunity to learn an instrument, and/or perform in a choir, band or orchestra.

SPECIAL EDUCATION

In Ontario, 17% of elementary students and 23% of secondary students receive at least some special education assistance.

Despite the \$2.52 billion dollars budgeted for special education funding this year (12% of total K-12 education spending),⁵⁶ the system remains under strain. Many principals report that students are not receiving appropriate supports, and parents often struggle to understand the system and secure the resources their children need to thrive.⁵⁷

There are, quite simply, never enough resources (human and financial) to support our most needy students. I'm disheartened by the promises made to parents by government that are impossible to fulfill at the local level.

Principal, Elementary School, Durham DSB

SPECIAL EDUCATION COMES IN MANY FORMS

There is no single provincial standard for special education.

School boards have different interpretations of the criteria for identifying students who require special education support (the percentage of identified special education students ranges from 5% to 25% per board), and they provide a wide variety of services.⁵⁸ There is also no standard way to assess the quality of special education programs—despite recommendations from Ontario's Auditor General that some standards be set.⁵⁹

We have one student who was identified in another board, and his identification will not be recognized until we go back to IPRC [in this board]. We need a new psychological assessment which will not be done before 2013, to support our IPRC package. This results in a child who should have a different placement waiting in our school.

Principal, Elementary School, Toronto DSB

QUICK FACTS FOR 2013

- 17% of elementary students receive some special education assistance, compared to 11% in 2001.
- 23% of secondary students receive special education assistance, compared to 14% in 2001.
- The average ratio per elementary school of special education students to special education teachers has risen from 22 to 1, in 2001, to 36 to 1.
- The average ratio in secondary school has risen from 48 to 1, in 2001, to 66 to 1.

Even the process of providing special education supports differs widely.

Approximately one-third of students receive special education support through an Individual Education Plan,⁶⁰ usually developed by the classroom teacher working with others, including a special education specialist, the parent, the school team and/or the vice principal.

Other students (66%)⁶¹ undergo a more formal process (referral, psycho-educational assessment, Identification, Placement and Review Committee [IPRC]) to be identified with an officially recognized "exceptionality" and receive a recommendation for placement. Once students have gone through the formal process, they gain a legal right to special education programs and services.

WAITING LISTS ON THE RISE AGAIN

Despite clear evidence about the importance of early intervention to help students overcome their learning difficulties,⁶² some students are waiting as long as three years for appropriate support.

Each step in the process can involve delay. Principals report waiting lists for assessment, IPRC meetings, and provision of services. In all, an estimated 38,000 Ontario students are on special education-related waiting lists. This number has increased for the last two years after several years of falling from a high of 46,000 in 2000/01.

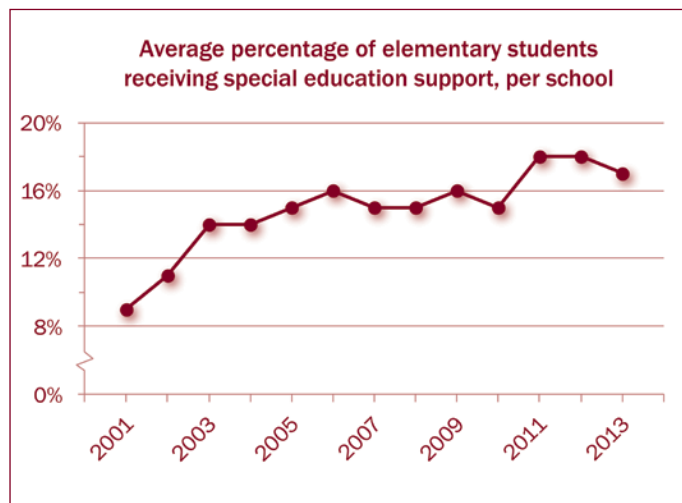
The majority of students are waiting for assessments, and these waits can produce significant stress. As one principal commented, “We desperately need psycho-educational assessments to be completed faster—a 3 year waiting list is unacceptable for students not considered ‘extreme’ at risk.”⁶³

Delivery of special education support is very resource limited. We always do the best we can, but with increasing needs and decreasing resources, the need to prioritize allocation of resources (especially special education teachers and educational assistants) means that not all special education students are receiving optimal support.

Principal, Elementary School, Ottawa-Carleton DSB

CAPS ON WAITING LISTS

Some students may not even make it onto waiting lists: 47% of elementary and 41% of secondary principals across Ontario report that there is a restriction on the number of students they can put forward for assessment. And just as special education services vary across the province, so do restrictions on waiting lists: 74% of elementary schools in eastern Ontario, and 68% of those in central Ontario reported caps, while only 28% of schools in the GTA did.



EQUITABLE ACCESS TO SPECIAL EDUCATION SERVICES

There are also some differences between overall rates of special education services in elementary schools, based on school-level income factors.

- 25% of students in schools with low average family incomes are classified⁶⁴ as having special education needs, compared to 13% of those in high income schools.
- 3% of low income schools have gifted education programs, compared to the provincial average of 14%.

Parents who can afford to, can bypass the wait by paying for a private assessment that can cost \$2000 or more.⁶⁵

One research study, focused specifically on Toronto, found other impacts of family income. Students in higher income schools were more likely to be identified as gifted, learning disabled, or autistic, while students in low income schools were more likely to be identified with language impairment, developmental disabilities or delays, or behavioural issues.⁶⁶

SPECIAL EDUCATION TEACHERS AND EDUCATIONAL ASSISTANTS

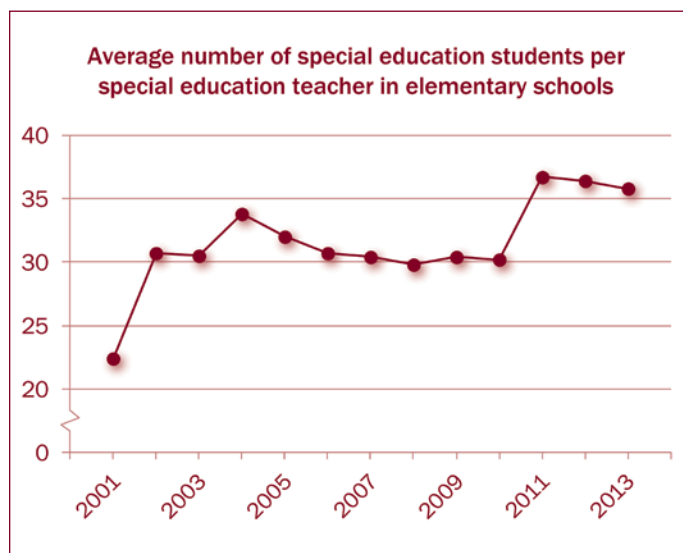
The number of special education teachers in elementary and secondary schools has not kept pace with the steady increase in the number of special education students. This, plus a special education policy that endeavours to include most special education students in regular classrooms,⁶⁷ appears to have had an impact on students' access to special education teachers.

We need more special education classes, or more education assistants to help those who need it. 8 high-needs students in a class of 27 do not get as much individual attention as they need without an assistant.

Principal, Elementary School, Durham DSB

In 2013:

- the average ratio per elementary school of special education students to special education teachers has risen from 22 to 1, in 2001, to 36 to 1;
- the average ratio per secondary school of special education students to special education teachers has risen from 48 to 1, in 2001, to 66 to 1.



There has been little change over time in the ratio of special education educational assistants (EAs) to special education students. In elementary school, the ratio is 20 to 1, and in secondary school it is 47 to 1.

Despite the stable ratios, many principals express concerns about insufficient numbers of special education EAs.

The Educational Assistant support for students with special needs has been drastically cut this year. It is necessary this year to withdraw students from their integrated classrooms—it is board policy to integrate students with special needs into the regular classroom—and work with two or more of them together in a common area with one EA. This is how we provide the educational assistance support to students who cannot be left alone in the classroom and for those students who require support every minute of the day. ... Doubling and tripling up students with one EA is unsafe as one of my students can become violent. The special education teacher spends a great deal of time working with these students—along with the principal—when one of the students is in crisis. The other special education students, then, do not receive the amount of support they could and should be receiving because of this.

Principal, Elementary School, York Catholic DSB

SPECIAL EDUCATION TRIAGE

The majority of comments from principals focused on operating in triage mode with special education resources. They raised multiple concerns that “not all special education students are receiving optimal support.”⁶⁸

A few students requiring a huge quantity of support for behaviour and safety reasons pull the resources from students who are not a safety concern, but require additional support for academics.

Principal, Elementary School, Durham DSB

Several schools also mentioned that they prioritized early intervention programs, which left limited time for the needs of students with other special education needs.

A LEGAL RIGHT TO SPECIAL EDUCATION

This year, 34% of elementary and 27% of secondary schools report that not all of their formally identified students are receiving the recommended support. After an IPRC decision, the school is *obliged* to provide special education programs and services, but not necessarily to follow any or all of the recommendations of the committee.⁶⁹

All students do not receive all of the recommendations in every psych report...there aren't enough supports available. We only have EA support for students who require physical and safety support...not educational needs.

Principal, Elementary School, Bluewater DSB

One principal commented: “It is hard to imagine all recommendations for special education students being implemented fully.”⁷⁰

The gap between the legal right and what actually happens “on the ground” takes on new significance in light of the Supreme Court of Canada’s 2012 decision about a British Columbia student’s right to special education. The Court said that “adequate special education...is not a dispensable luxury. For those with severe learning disabilities, it is the ramp that provides access to the statutory commitment to education made to all children...”⁷¹

The Court found that the student whose family brought the claim had been denied adequate special education services in a discriminatory way that was unjustifiable. The Court emphasized that in order to be adequate, a special education program must be based on the individual needs of the student, and must provide meaningful access to the education to which all students are entitled. It upheld an order to pay for the private school to which the child’s family sent him when the services he needed were cut by the board.

This decision has potentially far-reaching consequences for school boards, the province, and families advocating for appropriate special education services.⁷²

RECOMMENDATIONS

All students can learn and all students can succeed. Some students require different kinds of support, and navigating Ontario’s complex special education system can be difficult and confusing.

People for Education recommends the province:

- create a special education ombudsman office; and
- embark on a full review of special education services, to ensure:
 - processes for assessment, identification and placement are compliant with the human rights obligation to provide adequate services and access to education for every student;
 - there is a framework to support ongoing evaluation of special education services;
 - there are consistent definitions about “what counts” as special education services, and common standards and practices amongst boards, so that IPRC and IEP recommendations are transferable; and
 - the funding model for special education is both accountable and responsive to the actual needs of students.

LANGUAGE SUPPORT

One in five Ontario students do not speak English or French as their first language.⁷³

There are also many students who speak English as their first language, but a dialect that is significantly different from the Standard English used for instruction in Ontario schools, such as Caribbean Creole or Jamaican Patois.⁷⁴ Some Aboriginal students also speak a dialect that is different from standard academic English.

DEFINING ENGLISH LANGUAGE LEARNERS

According to Ontario policy, English Language Learners (ELLs) may be Canadian-born or they may be newcomers from other countries. The policy (which is not connected to the funding model) defines ELLs as students who have:

- a first language other than English,
OR
- a dialect of English significantly different from the standard used for instruction in schools,
AND
- require focused educational supports to assist them in attaining proficiency in English.⁷⁵

PROVIDING EDUCATIONAL SUPPORT = PROFICIENCY IN ACADEMIC ENGLISH

ELL educational support is intended to assist students in developing not only basic conversational skills, but the 'academic' English needed to write essays, standardized tests and other forms of school work—in other words, the language and literacy skills needed for academic success in school.⁷⁶

Not all students become proficient in English at the same rate. It takes, on average, five to seven years, and sometimes longer, to develop proficiency in academic English.⁷⁷

Students who are learning English for the first time, but who have had some formal schooling in their first language, tend to acquire English faster than students without reading or writing proficiency in a first language.⁷⁸

QUICK FACTS FOR 2013

- An average of 8% of elementary and 4% of secondary school students are English Language Learners (ELL).
- In secondary school, there is an average of 47 ELL students for each ESL teacher, and in elementary school there is an average of 73 ELL students for each ESL teacher.
- 24% of elementary students per school in French-language boards are in language support programs.
- 23% of elementary and 13% of secondary schools with 10 or more ELLs, have no specialist ESL teacher.

MOST ONTARIO SCHOOLS HAVE ELL STUDENTS

Across Ontario, 72% of English elementary schools and 55% of secondary schools have English Language Learners (or English as a Second Language, English Language Development students).

In 2013:

- on average, 8% of students in elementary schools and 4% of students in secondary schools are identified as ELLs, a number that has remained relatively stable over the last decade.
- in some schools, the percentage of ELL students is as high as 92%.
- 36% of elementary and secondary schools have ESL/ELD teachers.
- the average ratio of ESL/ELD teachers to ELL students is 1:73 in elementary schools and 1:47 in secondary schools.
- in elementary schools with 10 or more identified ELL students, 77% have an ESL/ELD teacher, but in most schools they are part-time.
- in secondary schools with 10 or more identified ELL students, 86% have an ESL/ELD teacher, and in most schools they are full-time.

FRENCH LANGUAGE LEARNERS

Children of parents educated in French, and children who come to Canada from French-speaking countries have a right to go to French-language schools. Because many of these children grow up in English communities, a much higher proportion require language support, which they get through Actualisation linguistique en français or Perfectionnement du français (ALF/PDF) programs.

- On average, 24% of elementary students per school in French-language boards are in ALF/PDF programs.
- 80% of elementary schools in French-language boards have students who require ALF/PDF support.

FUNDING DOES NOT MATCH NEED

In Ontario, funding to support language acquisition is provided to school boards in three ways:

- for “recent immigrants” from non-English or French-speaking countries, on a sliding scale for up to four years;
- for “pupils in Canada” who speak neither English nor French at home; and
- for ALF/PDF students, the percentage of children requiring “assimilation” support.⁷⁹

There is a disconnect between Ontario’s ELL policy and how ELL is funded. The policy says that students should receive support until they have acquired the English or French skills needed to succeed academically. Yet the funding is based solely on students’ years in Canada and Census data on recent immigration. Funding is *not* based on students’ language proficiency.

A number of principals say that due to insufficient funding, not all eligible students receive ESL/ELD support—in some schools, support is only provided for recent immigrants, and only for basic ‘survival’ communication skills.

In order to deal with lack of funding, ESL intervention begins in Grade 1, and only if the child is born outside of Canada.

Principal, Elementary School, York Catholic DSB

One principal whose school has 200 ELL students says, “We are understaffed in ELL. We can only properly service 35 Stage 1 students [English for survival purposes].”⁸⁰

Our ELL population is underserved. Students who qualify for ESL assistance are not receiving it. Despite their best efforts, classroom teachers are not able to address the language needs of these students.

Principal, Elementary School, Toronto DSB

Principals in some schools also say that Aboriginal students are not receiving sufficient ELL support to develop academic English skills, either because they did not qualify for funding (i.e. they spoke English—or a dialect of English—as a first language) or their schools did not have access to ESL/ELD teachers.

It is up to school boards how they spend the funding, and whether they spend all of it on language support. Language funding can be used for other programs and services.

RECOMMENDATIONS

Proficiency in English or French is a prerequisite for success in Ontario schools, and effective programs that support students’ acquisition of full academic language skills contribute to long-term well-being and prosperity.

People for Education recommends that the province:

- establish a clear standard for proficiency in English or French that allows students to meet academic requirements;

- develop a new funding model for language support that reflects the goals of the ELL/ALF policy and which is tied to students’ meeting standards for language proficiency; and
- protect funding intended for ELL/ALF so that it may only be spent on the purpose for which it is given.

EARLY CHILDHOOD EDUCATION AND CARE

Investing in a public system of early childhood education and care is not just beneficial for children, but it has long-lasting social and economic benefits as well.⁸¹

FULL DAY KINDERGARTEN

Ontario is the only province so far that is planning to provide full-day kindergarten (FDK) for all four- and five-year-old children. Studies of the program are already showing FDK has a positive impact on children's early learning and social skills, particularly for English Language Learners.⁸²

By the fall of 2012, approximately 49% of children had access to FDK, where teachers and early childhood educators work together to deliver a full day of play-based learning.

Some have balked at the cost of the program, which Don Drummond estimated would reach \$1.5 billion per year when it is at capacity.⁸³ However, cost benefit analyses suggest that the economic gains—quite apart from the benefits to children—will outweigh the costs.⁸⁴

But there have been challenges implementing FDK, including the cost of renovations, some very large classes, increased sharing of space, and adjustments to on-site childcare programs.⁸⁵

The program is on track to be rolled-out in all publicly funded schools by September 2014.

WHAT HAPPENED TO THE EXTENDED DAY?

The original vision for early years in Ontario, as laid out in 2009 in the report, *With Our Best Future in Mind*, was that, in addition to full-day kindergarten, families would have access to 'dawn to dusk' extended-day programs for children, delivered on school sites by school boards or licensed childcare providers.⁸⁶

That goal is far from being achieved.

In 2013, in schools with kindergarten:

- 35% have childcare for children under four years old;
- 55% have childcare and/or extended day programs for kindergarten-aged children;

QUICK FACTS FOR 2013

- 38% of schools with full-day kindergarten (FDK) have both before- and after-school care.
- 18% of schools with FDK have year-round childcare programs.
- 43% of elementary schools report that they have had requests for childcare from parents.
- 44% of schools have both before- and after-school programs for children in grades 1-6.

- only 38% have both before- and after-school care;
- 21% of the programs for kindergarten-aged children operate year-round; and
- approximately two-thirds have subsidies available for childcare.

Although extended day and extended-year services were intended to be integrated into the province's full-day kindergarten policy,⁸⁷ schools offering full-day kindergarten are no more likely to offer both before- and after-school care (38%), and are less likely to offer year-round programs (18%).

PROGRAMS FOR OLDER CHILDREN

There are also limited school-based options for older children.

- 62% of elementary schools have on-site care (only 44% have care both before- and after-school) for children in grades 1-6.
- 23% of schools have full-year programs for children in grades 1-6.

Some principals suggest that the main reason schools do not offer extended hours childcare is because there is little interest from parents. But 43% of schools report that they have had requests for childcare from parents.

INTEGRATED SERVICES

In early 2013, the province launched plans for full integration of early learning and care programs for children from birth to 5 years.

The *Early Years Policy Framework* sets out a number of priority areas, though no extra funding:

- Responsibility for childcare will be moved to the Ministry of Education, and childcare policy will be substantially revised.
- The roll-out of full-day kindergarten will be completed.
- Speech and language services will be improved.
- All family support programs will be integrated under a single Best Start Child and Family Centre framework.⁸⁹

The needs in our school are huge! Children come into school unable to talk and often have not been toilet trained. We have 66 kindergarten students in 2 classes as we are full-day, and have 2 teachers and 2 ECEs. There is a misconception out there by the Ministry that this is ok. It is not. That many 3, 4, and 5 year olds in a room makes for chaos when students have no self-regulation skills. The quality of learning has gone down. Inquiry and the Early Learning Program is wonderful, but staff are finding it difficult to carry out with the numbers of students and the needs in our community! HELP!

Principal, Elementary School, Lakehead DSB

REPORT SAYS ONTARIO EARLY YEARS PROGRAMS FAIL TO MEASURE UP

With more than three-quarters of mothers in the workforce, high-quality, accessible and affordable childcare is needed for most children in Ontario, not only a few.

Despite recent advances, Ontario, along with most Canadian provinces, received a failing grade on the Early Childhood Education Index, released as part of the *Early Years Study 3*.⁹⁰ This reflects Canada's poor record (by international standards) on early childhood provision.⁹¹

The index emphasizes that full-day kindergarten alone is not enough for the youngest children in the school system, or their families. In particular, concerns were raised about destabilization in the broader childcare sector and a lack of availability of before- and after-school care for children in grades 1–6.

RECOMMENDATIONS

High-quality, accessible and affordable care and education is a long-term investment in the healthy development of children and a strong society.

People for Education recommends that:

- the province stay the course in implementing full day kindergarten for all four- and five-year-olds;
- the province mandate, with appropriate funding and support, that school boards offer extended-day programs for children from 4 to 12 years old;
- school boards, with support from the province, develop policy to ensure access to school facilities, at cost, for full-year and extended day programs operated by school boards, municipalities or not-for-profits;
- the province continue to work on integrating childcare, education, and children's services (such as speech and language or children's mental health) to promote a child-focused system that helps children thrive and be ready to learn; and
- the province work with other levels of government to provide support to the childcare sector, to help them offset revenue losses associated with full-day kindergarten and improve the quality and affordability of childcare.

THE TROUBLE WITH APPLIED COURSES

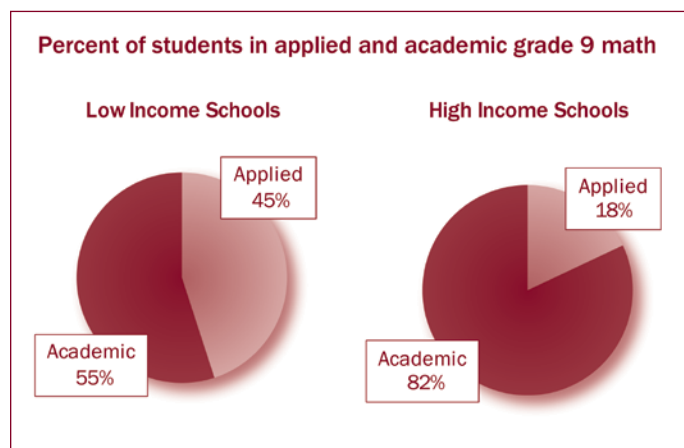
Over the last decade, Ontario has had great success increasing its five-year high school graduation rates from approximately 68% to 82%,⁹² and sending more graduates on to university, college, or apprenticeships; an improvement driven largely by the government's Student Success strategy.⁹³

The gains have been significant. But identifiable groups of students—Aboriginal, low-income, disabled, and those from the English-speaking Caribbean and Central and South America—still do not share equally in educational success.⁹⁴

While the roots and patterns of inequality are complex and interconnected, international evidence strongly indicates those patterns can be exacerbated by students' course choices in high school.⁹⁵

ONTARIO: APPLIED AND ACADEMIC COURSES BUT NOT STREAMING?

In Ontario, the formal grouping of students by presumed academic destination—that is, streaming—was abolished in 1999 with the introduction of new Ontario Secondary School curriculum.⁹⁶ But some have questioned whether that change was more a matter of form than function.⁹⁷



QUICK FACTS FOR 2013

- On average, 32% of students take applied mathematics in grade 9.
- The average family income in schools with a high proportion of applied math students is almost half that of the schools with the low proportion of applied math students.
- 34% of schools report that students are required to take a course to transfer from applied to academic math. Of those, 81% do not offer the course during school hours.

Currently, Ontario high school students are offered a range of courses, some of which are linked to students' presumed destination. In grades 9 and 10, they must choose between academic, applied, or locally developed (designed to meet student needs)⁹⁸ math, English, science, geography, history, and French courses. Other courses—arts, technology, and health and physical education, for example—are designated as “open.”⁹⁹ Students in upper grades (11 and 12) can choose between open, college prep, university prep, university or college prep, and workplace prep courses, and they have more options for technical, co-operative, and experiential learning.¹⁰⁰

Students can opt to mix and match applied, academic, locally developed, and open courses, but data from the Ontario Ministry of Education shows that the majority of students (62%) taking Grade 9 applied math are taking three or more applied courses. Only 10% of students take applied math and no other applied courses.¹⁰¹

NO EXIT?

Many factors affect students' decisions about what courses to take,¹⁰² including prior achievement, parental and peer expectations, attitudes to school, courses offered at a particular school, and possible special education needs.

There is also a widespread perception that applied courses are easier.

But once a decision has been made to take a number of applied courses in Grade 9, it is unlikely a student will change back to an academic track.

- 91% of principals report students transfer from applied to academic courses “never” or “not very often.” Interestingly, in 9% of schools, principals report that students transfer “often,” which suggests that school-level policies have a significant effect on students' decisions to transfer.

In most cases, it is possible to transfer to a course of a different type in Grade 10—but only if the student has met the prerequisites.

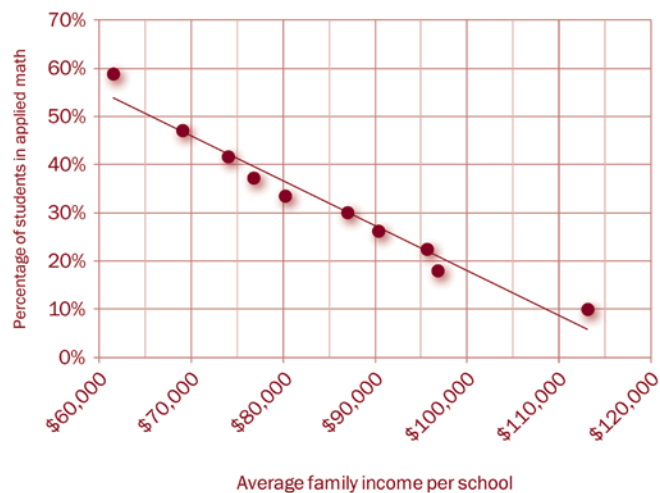
Transfer courses do not adequately prepare students in most cases for success (e.g. math). It is often better to redo the grade level at the academic level through summer school or day school.

Principal, Secondary School, Peel DSB

Students must take grade 9 academic math—or a transfer course—to enroll in grade 10 academic math. Principals are, however, permitted to waive any prerequisite on request of a parent or adult student, or on their own initiative.¹⁰³

- 34% of schools report that students wishing to transfer from applied to academic courses are required to take a transfer course. Of those requiring a transfer course, 81% do not offer one during school hours.
- A number of principals report that transfer courses are usually offered in the summer or in night school.

Schools' average family incomes compared to percentage of students in grade 9 applied math



The requirement of a transfer course depends on whether there is one available, and on the demonstrated strengths of the students. Sometimes they have to go back a year or two (in math for example) in order to have a reasonable chance at success.

Principal, Secondary School, Toronto DSB

SHOULD LOW INCOME = HIGH APPLIED?

Despite the stated purpose of applied courses (“develop students' knowledge and skills through practical applications and concrete examples; ...give more opportunities to experience hands-on applications”),¹⁰⁴ applied and academic course-taking patterns appear to be closely related to students' family background.

This year, the Educational Quality and Accountability Office (EQAO) granted People for Education access to school-level demographic data derived from the 2006 census, analyzed by postal code. We used it to compare high schools with the highest and lowest percentages of students registered in applied math in 746 public high schools in Ontario.¹⁰⁵

On average, across the province, 32% of students taking the EQAO's grade 9 mathematics test were enrolled in applied math in 2011/12. But there were wide variations among schools.

**DEMOGRAPHIC CHARACTERISTICS OF ONTARIO SECONDARY SCHOOLS
WITH THE HIGHEST AND LOWEST PERCENTAGE OF STUDENTS IN GRADE 9 APPLIED MATH**

Demographic characteristics by school (averages)	10% of schools with highest levels of applied math enrolment	Provincial average	10% of schools with lowest levels of applied math enrolment
Applied students	58%	32%	10%
Family income	\$61,720	\$84,440	\$112,420
Households living in poverty (LICO) ¹⁰⁶	18%	13%	15%
Parents without high-school diploma	14%	8%	6%
Parents with university education	16%	25%	43%
Recent immigrants (arrived in Canada within 5 years)	6%	5%	7%
Immigrants	14%	14%	21%
English Language Learners	9%	4%	5%
Aboriginal students	5%	3%	1%

In some schools, as many as 74% of students are enrolled in applied math; in others, 5% or fewer are enrolled. We compared the 10% of schools with the highest percentage of applied math students, to the 10% with the lowest percentage.

Between these two groups of schools, there were major differences in terms of average socio-economic background, including family income and parental education, and significant differences in the average percentage of Aboriginal and new immigrant students.

In the 10% of schools with the highest concentration of students taking applied mathematics in Grade 9, relative to the 10% of schools with the lowest concentration of such students, the students were:

- 2½ times as likely to have parents who did not finish high school;
- almost two-thirds less likely to have parents who attended university;
- from families where the average family income was almost half that of the schools with the smallest proportion of students taking applied mathematics;
- more than three times (3.7 times) as likely to be Aboriginal; and
- nearly twice as likely to be English Language Learners.

APPLIED COURSE-TAKING AND THE ACHIEVEMENT GAP

Since the introduction of the grade 9 mathematics test and the Ontario Secondary School Literacy Test (OSSLT), both administered by the EQAO, there has been a substantial gap between the results for applied students as compared to academic students.

In its 2012 report, the EQAO found:

- only 44% of students enrolled in applied math achieved the provincial standard, versus 84% of those enrolled in academic math;¹⁰⁷ and
- 53% of students enrolled in applied English passed the OSSLT, while 93% of those enrolled in academic English passed.¹⁰⁸

Students enrolled in applied courses in Grade 9 are also less likely to graduate within four or five years, and less likely to pursue post-secondary education.¹⁰⁹

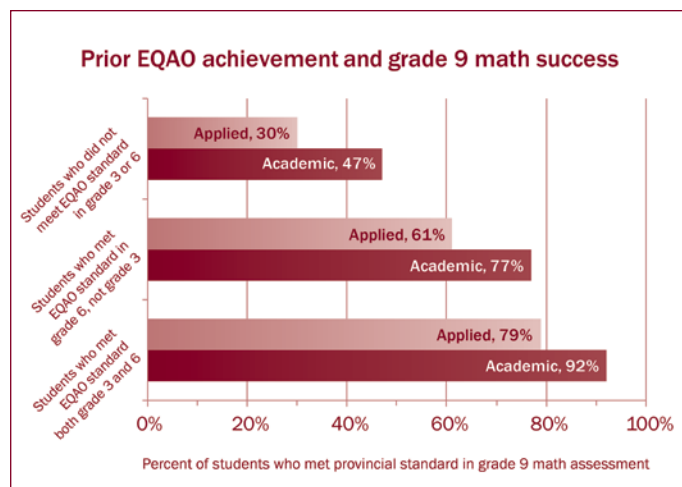
According to the Ministry of Education, 41% of students who started in grade 9 applied mathematics had not earned 16 credits by the end of grade 10; that is, they are not on track for graduation.¹¹⁰ In comparison, among students who first enrolled in academic mathematics, 14.4% of students had not earned 16 credits.

APPLIED COURSE-TAKING: AN IMPACT ON OUTCOMES?

Last year EQAO released a study of English-language schools which shows that students who choose applied math are more likely to struggle, no matter how they did on the Grade 3 and Grade 6 EQAO assessments.¹¹¹ The EQAO research identifies a number of factors that affect student achievement, such as students' attitudes towards math and school, their self-confidence, previous course grades and homework patterns, which differ between students in academic and applied courses. At the bottom, though, the research suggests that students' 'simple choice' to take applied may contribute to the achievement gap.

- Of the students who had not met the provincial standard in Grade 3 or Grade 6, 53% of those who had enrolled in the academic course did not meet it again in Grade 9, compared to 70% of students in the applied course.
- Of the students who had not met the provincial standard in Grade 3 but had met it in Grade 6, 77% met it again in the Grade 9 academic mathematics course, compared to 61% in the applied course.
- Of the students who met the provincial standard in both Grade 3 and Grade 6, 92% met it again in Grade 9 in the academic math course, compared with only 79% in the applied course.

This finding is consistent with international research that suggests decreased educational opportunity occurs when students are grouped by "ability."¹¹² That research demonstrates that streaming does not merely mirror, but exacerbates educational inequality and gaps in educational achievement.



Data source: EQAO Highlights of the provincial results 2011-12

Based on data from all Ontario high schools, the analysis in this report shows a strong correlation between students' family backgrounds, their history of immigration and learning English, or their Aboriginal identity, and the chances that students will attend a school with a high percentage of applied students.

Unless we assume that wealthier students are inherently more academically capable, this correlation is disturbing, all the more so given the evidence that taking applied courses itself may not merely reproduce disadvantage, but actively exacerbate the risk of problematic academic outcomes.

RECOMMENDATIONS

There is strong evidence that students taking applied courses in grades 9 and 10 are less likely to succeed. It is also clear that there is a relationship between schools' demographics and the proportion of students taking applied courses.

People for Education recommends that:

- the province undertake a review of applied courses, including:
 - an analysis of demographic, course grade, credit accumulation and graduation data for students who take the courses;
 - an examination of the availability of transfer courses and the numbers of students who are accessing them; and
- success rates for students moving from applied to academic courses;
- the province, working with school boards review the process by which students are choosing applied courses including:
 - A review of grade 8 information sessions; and
 - A survey of grade 8 parents and students to discern their understanding of the course choices available, and the impact of the choices;
- after a review of the new research, the province redesign course choices for grades 9 and 10 in such a way to ensure that no students are disadvantaged.

EXPERIENTIAL EDUCATION AND TECHNOLOGY PROGRAMS

Learning happens both inside and outside the classroom. And for secondary school students, experiential learning—where students get hands-on experience and a chance to apply theoretical knowledge—can provide a clear path for the future.

In Ontario, over the last decade, the province has emphasized the development of experiential learning opportunities¹¹³ as one component of its Student Success program.¹¹⁴ These opportunities come in many forms.

CO-OPERATIVE EDUCATION

Almost every school (96%) offers co-op placements where students can earn up to two of the compulsory credits needed to graduate for learning that takes place in community or workplace settings. There is no limit on earning optional co-op credits. The Ministry of Education reported a 15% increase in student participation in co-op between 2007 and 2011.¹¹⁵ These placements not only provide opportunities for students to get real-world job experience, but they also help build school-community connections, as school staff must maintain a good network of placements for students. One principal noted, with concern, “Placements are drying up in the community.”¹¹⁶ Another identified, as a success, “the willingness of the community to support the program”.

HIGH SKILLS MAJOR AND DUAL-CREDIT

Two new types of experiential learning programs were piloted and launched starting in 2005/06: Specialist High Skills Majors and dual credit courses.

Specialist High Skills Majors allow students to follow an integrated mix of high school courses and industry courses/certifications to prepare them to work in particular economic sectors.¹¹⁷ These programs are now offered in 74% of schools,

QUICK FACTS FOR 2013

- 96% of secondary schools offer co-op placements.
- 74% of schools offer Specialist High Skills Majors.
- 69% of schools have apprenticeship programs.
- 16% of schools report waiting lists for apprenticeship programs.

and this year 38,000 students were enrolled.¹¹⁸

The Dual Credit Program allows some students to take courses that are jointly offered by colleges and high schools, and which count toward college credit. The program is targeted toward students who have been identified as disengaged or at risk of dropping out of school. Dual Credit opportunities are offered in 83% of schools.

The program has grown rapidly. Ministry data for this year shows approximately 17,500 students participating, up from 3000 in 2010/11.¹¹⁹ There is a high completion rate (86%) in the program, and the principals in our study were almost universally positive about it.

The dual credits offered through our board in partnership with [College] have been wonderful opportunities for students to experience college while still completing their high school diploma. In the second semester, the program has had to adjust to Ministry cut-backs in funding due to the high cost of transporting students from the outskirts of our board. This is unfortunate; and although it has not impacted the level of participation of any of our students, it will have consequences for others within our board.

Principal, Secondary School, Niagara DSB

APPRENTICESHIP PROGRAMS

Canada has a shortage of graduates who are qualified to work in the skilled trades, and the path to apprenticeship can sometimes be complicated.¹²⁰

In Ontario, students can get into apprenticeship programs before they graduate through the Ontario Youth Apprenticeship Program. Allowing students to get experience that counts towards a trades qualification during secondary school has the potential to increase supply of needed skills, and increase students' perception that their secondary education is contributing to long-term goals.

- 69% of schools report that they have apprenticeship programs, the majority of them outside the Greater Toronto Area.
- 16% of schools report waiting lists for apprenticeship programs.

TECHNICAL EDUCATION PROGRAMS

Many students get their first exposure to technical work through programs offered in high school. Programs include, but are not limited to construction (carpentry, electrical, plumbing, engineering tech), computer engineering and technology, communications technology (from new media to graphic design to radio or TV production), agriculture, landscaping, forestry, hairstyling and aesthetics, and health care technology, child development and gerontology courses.¹²¹

Across the province, 90% of schools offer at least some technical education programs (T-code) in grade 9 and 10, and 89% offer these programs in grade 11 and 12.

T-codes can only be taught by Tech qualified Teachers. Often these teachers are not able to teach other regular courses (non T-Courses). Therefore, staffing T-Courses is difficult. The funding required to operate a T-Course is very high. Schools receive budgets based on the number of students, not on what courses they take; therefore schools with T-courses have fewer funds to support other courses.

Principal, Secondary School, York Region DSB

E-LEARNING

Secondary school students can take a wide range of credit courses online, through e-learning. According to the Ministry of Education, e-learning "gives learners the flexibility they need to succeed."¹²²

On average only a very small percentage of students at each school (3%) are earning credits through e-learning, although 90% of schools have at least one student participating. Students attending small high schools (fewer than 250 students) are almost three times more likely to be earning credits through e-learning than those in medium and large high schools (7% and 3%).

RECOMMENDATIONS

Experiential education has been a key component of Ontario's Student Success Program, and has contributed to students' experience with workplace and postsecondary options while they are still in high school.

People for Education recommends:

- the province continue to provide support for experiential educational opportunities, including further expansion of the dual credit, youth apprenticeship, and Specialist High Skills Major programs. This should include funding for transportation and for staff time to build the networks in the community required for successful co-op programs.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Aboriginal education is not just for Aboriginal students. All of Ontario's students should have a deep understanding of the history of the many nations that form Canada, as well as knowledge of Aboriginal cultures, perspectives and experiences.

The vast majority (80%) of Ontario's Aboriginal students—First Nations, Métis and Inuit—attend publicly funded schools in Ontario school boards.¹²³

In 2007, Ontario's Ministry of Education made Aboriginal education a key priority for the province, and set three overall goals to be achieved by 2016:

- improve achievement among Aboriginal students;
- close the achievement gap between Aboriginal and non-Aboriginal students; and
- ensure *all* students have an understanding of Aboriginal cultures, experiences, and perspectives.¹²⁴

NEW REPORT COMING

In the fall of 2013, People for Education, working with a number of partners, will release a report on Aboriginal education in Ontario's publicly funded schools. The findings in the report will be based on data from the People for Education Annual School Survey, demographic data from the EQAO, a report from Ontario's Auditor General, and a review of research on Aboriginal education.

ABORIGINAL EDUCATION: NOT ONLY ON-RESERVE SCHOOLS

"Aboriginal" is the term used in the Canadian Constitution to recognize and affirm the existing rights and treaties of First Nations, Métis and Inuit peoples.¹²⁵

While there has been an understandable focus on federally-funded and seriously under-resourced schools on First Nations reserves,¹²⁶ the story of the more than 52,000 First Nations, Métis and Inuit students who attend

QUICK FACTS FOR 2013

- Almost 80% of Aboriginal students in Ontario – First Nations, Métis and Inuit—attend provincially funded schools
- 92% of elementary schools and 96% of secondary schools report that Aboriginal students are enrolled.
- According to the Auditor General, in 2011 only 45% of Aboriginal students in grade 10 were on track to graduate from high school, compared to the provincial average of 74%.

provincially-funded public schools across Ontario, is less often told. According to an analysis of 2006 Census data by the Ministry of Education ¹²⁷ there are:

- approximately 46,165 First Nation students in Ontario:
 - 12,709 live on reserve and attend First Nation Band-operated schools;
 - 5,691 live on reserve and attend provincially-funded schools, through tuition arrangements; and
 - 27,765 live off reserve and attend provincially-funded schools.;
- approximately 18,245 Métis students attend provincially-funded schools; and
- approximately 700 Inuit students attend provincially-funded schools.

These numbers are almost certainly an under-estimate, given relatively low levels of Aboriginal self-identification and the fast-growing Aboriginal population.¹²⁸

IMPLEMENTING THE FIRST NATIONS, METIS AND INUIT EDUCATION STRATEGY: REPORT CARD FROM THE AUDITOR

To implement the First Nations, Métis and Inuit Education Policy, various Aboriginal groups have emphasized the importance of a broad, culturally relevant definition of success, and a collaborative approach to implementing the strategy.

According to a 2012 report from Ontario's Auditor-General, the Ministry is not on track to achieve the goals of the strategy by 2016.¹²⁹

Among the concerns raised by the Auditor:

- The province is not using objective performance measures—including achievement targets—to monitor the implementation of the policy in school boards.
- Almost all boards have an Aboriginal self-identification policy. Despite success in some boards, fewer than half the expected number of students have identified themselves.
- When the Auditor-General's office calculated Aboriginal achievement figures—since the Ministry had not done so—they found, in 2011, that only 45% of Aboriginal students were on track to graduate from high school, compared to the provincial average of 74%.

SUPPORT FOR ABORIGINAL EDUCATION IN TEACHER TRAINING AND IN SCHOOLS

According to the Ministry of Education policy, it is vital that all students and educators have greater knowledge of “the rich cultures and histories of First Nations, Métis, and Inuit peoples.”¹³⁰ This knowledge is important both to ensure students have a chance to learn from these cultural sources, and also to understand and help overcome the legacy of colonialism that continues to affect the relationships between Aboriginal and non-Aboriginal peoples today.¹³¹

According to a recent report from York University, “the experience of belonging and respect that Aboriginal students and families have a right to expect is premised on staff attitudes and understanding as well as the inclusion of Aboriginal experiences and perspectives in the school curriculum.”¹³²

Yet the Ministry acknowledges that many educators lack “the requisite knowledge for teaching Aboriginal subject material.”¹³³ A recent study of Métis and Aboriginal content at Ontario's faculties of education also raises concerns about training for new teachers.¹³⁴

DATA UNCOVERS GAPS IN RESOURCES AND PROGRAMS

Data in the People for Education report will include:

- new information on Aboriginal students in schools;
- comparisons between resources and programs in schools that serve a high proportion of Aboriginal students and the provincial average;
- information on percentages of schools offering professional development for teachers and targeted Aboriginal learning opportunities for students; and
- responses from principals about what they should or could be offering to students in their schools.

ASKING THE BIG QUESTIONS

If we are to truly serve and educate all Ontario's students, including First Nations, Métis and Inuit students, then there are a number of vital questions that must be answered in the coming months.

- What will improve the outcomes for Aboriginal students across the province? Is it happening? Where and how?
- Are we working toward the right outcomes?
- How can schools and Aboriginal groups work to ensure that the relevance of Aboriginal education to all students is supported and understood?

NEXT STEPS

People for Education has put out a call to partners who want to work together to:

- develop recommendations for educators and policy makers coming out of People for Education's findings to date;
- design future research and/or campaigns that are useful to Aboriginal groups and those in the field; and
- strengthen working relationships to productively direct public attention to Aboriginal issues in all Ontario schools.

STUDENTS' VOICES

The school system is stronger when students have a voice in educational decision-making. Students can be represented in a range of ways, but each school board has at least two student trustees elected by their peers.

The Ontario Student Trustees' Association—l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO) works to represent a cross-section of students.

In 2013, for the third year in a row, OSTA-AECO has developed questions about key issues and surveyed students across the province. To provide context for student responses, OSTA-AECO conducted additional surveys—with parallel questions—for parents (with People for Education) and, for the first time, educators.

FEELING SAFE AT SCHOOL

Ninety-five percent of students report that they feel their school environment is a safe place to learn. In their comments, however, many students pointed to issues that made them feel less safe: bullying, occasional drug use, and theft. For example, one student indicated that her school was safe, but “bullying is still a huge issue within our education system.”

ENGAGED IN THE SCHOOL COMMUNITY BUT NOT PREPARED FOR THE VOTE

Student trustees were concerned about historically low levels of voting by young people. The survey revealed a gap between students' active participation in their school community—a factor strongly associated with later citizenship behaviour such as voting—and students' sense that they are not prepared for the responsibilities of citizenship.

- 79% of students report that they consider themselves active members of the school community.
- 58% of students say that they do not feel that school prepares them to vote when they become eligible.

OSTA-AECO is the largest student organization in Ontario's education system. The association is a vehicle for student voice, representing students and student trustees in all publicly funded school boards in Ontario.

Student trustees work diligently to advocate for issues that students across the province are passionate about and to ensure the student vision is understood at both the school board and the provincial level. For more information, please visit: www.osta-aeco.org.

In their comments, students talk about being involved in activities from student council and mentoring, to sports or religious and charity work. But a number of students point to barriers in becoming engaged, including the cost of activities, a lack of clubs at the school, difficulties with before- and after-school programs because they need to ride the school bus, and apathy on the part of some students.

When it comes to civic engagement, many students indicate that the mandatory grade 10 civics course has fallen short in terms of useful, practical information on current political issues and the importance of voting.

Since grade 10, I have not had any interaction with politics. I know nothing about the different parties, nor what they represent, nor whom I should vote for. Being such an important part of Canadian life, this should definitely be more emphasized in our education.

Grade 12 student, Niagara DSB

STUDENT FEEDBACK ON TEACHER PRACTICES

Eighty-seven percent of students say that there should be a confidential system to allow students to provide feedback on teacher practices. Students feel they have important information and a unique perspective to share about teachers' work. While some students raise concerns about possible abuse of the system to target or bully teachers, most think that it is possible to design a system to provide constructive feedback. A large majority of parents (86%) and a majority of participating educators (63%) agree that such a system would be appropriate.

I find that sometimes a teacher's teaching style is not very helpful or appropriate. If there were a confidential way to comment on teachers' behaviour and way of teaching, it would be beneficial. If a majority of the students are saying the same thing, there is a high chance it's true and it could affect the quality of education.

Grade 12 student, York DSB

TECHNOLOGY

Sixty-eight percent of students say that technology is being used effectively at their school, although they are also aware of a range of issues that make it challenging. They say some barriers to effective use of technology are educators who need additional training to be comfortable with technology, limited access to hardware, and policies that limit access to interactive web 2.0 sites such as Youtube.

Students have a more positive impression of the use of technology than parents (61% positive) and teachers (56% positive).

The student survey received responses from 10,626 students from grades 7–12, with 70 out of 72 school boards represented. Across Ontario, 2,202 parents and 944 educators participated in the OSTA-AECO surveys.

For the full report and comment analysis, please visit www.studentsurvey.ca.

METHODOLOGY

This is People for Education's 16th annual survey of resources in Ontario elementary schools and 13th survey of secondary schools.

The survey acts as an information tool for parents and citizens in Ontario. It focuses on quantifiable resources available in schools across the province, tracking any changes that occur. The resulting data provide an annual picture of the effects of education policy and funding shifts.

In October 2012, surveys were mailed to principals in every publicly funded elementary and secondary school in Ontario, with an explanatory letter requesting that they complete the survey. Translated surveys were sent to French-language schools. Reminders were faxed and emailed in December and January. Surveys could also be completed online. Confidentiality of all individual school responses is guaranteed. Where direct quotes are used that might identify a school, permission has been obtained. Only aggregated data are released.

This year's sample of 1,122 elementary and secondary schools equals 23% of the province's schools. Schools in 70 of the province's 72 school boards participated. Sixty-one percent of elementary schools in the sample also participated in 2011/12.

ANALYSES

The analyses in this report are based on both descriptive (such as frequency distribution) and inferential statistics (e.g., correlation). The descriptive statistical analysis is carried out to summarize and present numerical information in a manner that is illuminating and useful. In the few instances where inferential statistical analysis is used, it is to examine correlations and associations between variables and to compare means (averages) of different variables. The data in this study were analyzed using SPSS 21.

REPORTING

The year 2013 in the report refers to the 2012/13 school year (2012 refers to the 2011/12 school year, etc.). Calculations have been rounded to the nearest whole number and therefore do not always add up to 100%. Where appropriate, comparisons by school size, region or year-over-year are noted. Where significant shifts were found in year-over-year comparisons, the trends were confirmed by a comparison with the sample of repeating schools. Student-to-staff ratios were calculated for schools that reported both the total number of students and the full-time equivalent for staff positions. The student-to-staff ratio for the province is the mean of the distribution of the student-to-staff ratios of reporting schools. Comments from principals are used to enhance, elaborate or explain the quantitative results and broaden the issues discussed and explored in the report.

Schools were sorted according to their postal codes into geographic regions. For the most part, the distribution of respondent schools is representative of their distribution in Ontario.

REGIONAL VARIATION

To make regional comparisons, schools were sorted into postal code regions and the Greater Toronto Area (GTA). The GTA includes all the schools in Toronto (postal code beginning with "M") and schools in the regional municipalities of Durham, Peel, Halton and York (postal code beginning with "L"). The Central Region, for the purpose of regional comparisons, includes all the schools in the "L" postal code area, minus the schools in the GTA.

OTHER PROVINCIAL DATA

This year, the Education Quality and Accountability Office (EQAO) generously shared its data with People for Education. People for Education combined our school survey data with the EQAO’s and demographic data on a school-by-school basis. The EQAO’s demographic data are based on an analysis of the Statistics Canada 2006 census. We integrated the information into our own elementary and secondary school survey data to make comparisons between schools with low versus high percentages of low-income students. We also looked at other variables such as average family income, the percentage of recent immigrant students in a school, parental education levels, and the percentage of Aboriginal students in schools. The EQAO also provided information on the number of students in each school who are taking Grade 9 applied math and Grade 9 academic math, further broken down by the number who have special educational needs in Grade 9 applied math and Grade 9 academic math.

Schools were sorted according to postal codes into geographic areas. The distribution of schools is similar to results from previous years and, for the most part, is representative of the school distribution in Ontario.

Postal Code Region	% of schools in survey	% of schools in province
Eastern Ontario (K)	16%	18%
Central Ontario without GTA	10%	17%
GTA	35%	34%
Southwestern Ontario (N)	22%	20%
Northern Ontario (P)	17%	11%



NUMBER OF PARTICIPATING SCHOOLS, PER DISTRICT SCHOOL BOARD

DISTRICT BOARD OF EDUCATION	Number of Schools	DISTRICT BOARD OF EDUCATION	Number of Schools
Algoma DSB	14	Lambton Kent DSB	41
Algonquin and Lakeshore CDSB	12	Limestone DSB	13
Avon Maitland DSB	25	London CDSB	1
Bluewater DSB	22	Near North DSB	16
Brant-Haldimand-Norfolk CDSB	1	Niagara CDSB	2
Bruce-Grey CDSB	4	Nipissing-Parry Sound CDSB	5
CSD catholique Franco-Nord	11	Northeastern CDSB	3
CSD catholique de l'Est Ontarien	5	Northwest CDSB	3
CEP de l'Est de l'Ontario	7	Ottawa Catholic DSB	18
CSD des écoles catholiques du Sud-Ouest	8	Ottawa-Carleton DSB	32
Conseil Scolaire Viamonde	8	Peel District School Board	49
CSD catholique Centre-Sud	8	Peterborough Victoria Northumberland and Clarington CDSB	16
CSD catholique de Centre-Est de l'Ontario	8	Rainbow DSB	12
CSD catholique des Aurores Boréales	7	Rainy River DSB	9
CSD catholique des Grandes Rivières	11	Renfrew County CDSB	10
CSD de Nord-Est de l'Ontario	1	Renfrew County DSB	9
CSD du Grand Nord de l'Ontario	3	Simcoe County DSB	23
CSD catholique du Nouvel-Ontario	16	Simcoe Muskoka CDSB	9
DSB of Niagara	14	Sudbury CDSB	2
Dufferin-Peel Catholic DSB	11	Superior-Greenstone DSB	8
DSB Ontario North East	5	Superior North Catholic DSB	4
Durham DSB	27	Thames Valley DSB	30
Durham CDSB	8	Thunder Bay CDSB	11
Grand Erie DSB	25	Toronto CDSB	65
Greater Essex County DSB	26	Toronto DSB	180
Halton Catholic DSB	2	Trillium Lakelands DSB	16
Halton DSB	16	Upper Canada DSB	16
Hamilton-Wentworth DSB	15	Upper Grand DSB	20
Hamilton-Wentworth CDSB	3	Waterloo Region DSB	15
Hastings and Prince Edward DSB	14	Waterloo Catholic DSB	4
Huron Perth CDSB	9	Wellington CDSB	3
Huron-Superior CDSB	7	Windsor-Essex CDSB	9
Kawartha Pine Ridge DSB	32	York CDSB	15
Keewatin-Patricia DSB	8	York Region DSB	34
Kenora CDSB	1	Other: School Authority	3
Lakehead DSB	22	TOTAL SCHOOLS PARTICIPATING	1,122

HOW FUNDING WORKS

In 1997, the provincial government took control of education funding in the province and developed a provincial funding formula for education. Although the formula has been adjusted since then, its basic structure remains intact.

PER-PUPIL FUNDING

Since 1997, many adjustments have been made to the funding formula, and substantial increases have been made in a number of areas. Funding has been added to support the province's smaller schools and to somewhat cushion the blow of declining enrolment. Yet much of education funding continues to be tied to enrolment.

Funding for classroom teachers, education assistants, textbooks and learning materials, classroom supplies, classroom computers, library and guidance services, preparation time (which funds specialist and student-success teachers), professional and para-professional supports and textbooks is all allocated on a per-pupil basis, (e.g., for every 763 elementary students, the province provides funding for one teacher-librarian; for every 385 secondary students, the province provides funding for one guidance counsellor).

Principals, vice principals, school secretaries and school office supplies are funded according to a formula based both on numbers of students and numbers of schools.

Funding to heat, light, maintain and repair schools depends on student numbers. There is funding to maintain 104 square feet per elementary student, 130 square feet per secondary student and 100 square feet per adult education student. There is also some "top-up" funding available for schools that are just below the provincially designated capacity.

While a proportion of boards' funding is based on numbers of students, there are other grants added to the per-pupil base (e.g., special education, English- or French-language support, transportation, declining enrolment, learning opportunities, etc.). Per-pupil funding is not meant to be equal across the system, as different boards have different needs. But it is meant to be equitable, in order to provide equal educational opportunity for all students.

WHERE ARE THE DECISIONS MADE?

The province

The Ministry of Education provides funding to school boards based on a number of factors, including the number of students in a board, the number of schools, the percentage of high-needs special education students, the number of students who have either English or French as their second language, the percentage of Aboriginal students, and on some unique geographical needs (e.g., a high number of small schools, very far apart).

Only special education funding is "sweatered,"—it cannot be spent on anything but special education. Most other funding can be moved from one category to another, which means that many funding decisions are made at the board level.

The school board

School boards make decisions about individual schools' budgets and on criteria for things like the number of students a school must have in order to get staff such as teacher-librarians or vice principals. Boards distribute funding for teachers to schools depending on the number of students and, in some cases, on the number of students who may struggle to succeed, either because of socio-economic or ethno-racial factors, or because of other special needs. Boards also decide which schools should stay open and which ones should close, as well as how many custodians, secretaries and educational assistants each school will get.

The school

Principals receive a budget for the school from the school board. They make decisions about school maintenance and repairs within that budget, and about the distribution of teachers and class sizes. They decide how to allocate educational assistants and whether their school can have staff such as a teacher-librarian, a music teacher or department heads. Depending on the size of the school, principals may also allocate funding to different departments.

SURVEYS

PEOPLE FOR EDUCATION

2012–2013 Elementary School Survey

People for Education is an independent organization working to support public education in Ontario's English, French, and Catholic schools.

With the help of principals across the province, we use annual surveys to keep track of the effects of policy and funding changes on programs and resources in Ontario's schools. We publish the results of findings from our annual surveys in the *People for Education Annual Report on Ontario Schools*.

Please complete the survey online at www.peopleforeducation.ca . Click on *Research>>>School Survey*.

Each participating school will receive an electronic copy of this report.

Please submit the survey by December 14, 2012.

If you cannot complete the survey online, please mail or fax the survey to:

People for Education, 641 Bloor St. W., Toronto, Ontario M6G 1L1
fax: 416-536-0100
web site: www.peopleforeducation.ca

**Individual school responses will remain confidential.
Only overall results will be published.**

District School Board:	
School:	
Includes grades:	to
Number of students:	
School Address:	
City:	Postal Code:
Phone: ()	Fax: ()
School Email:	
Contact Person:	

© People for Education

Please tell us the **total** number of staff positions, counted in **full-time equivalents (FTEs)**. For example, one full-time or two half-time positions equal 1.0 FTE; if a person works 4 days a week, this equals 0.8 FTE; a half-time position equals 0.5 FTE; one day a week equals 0.2 FTE, etc.

1. SCHOOL OVERVIEW

Teachers: _____ total FTEs

Principal: _____ total FTEs

How many sites is the Principal responsible for? _____

Vice-principal: _____ total FTEs

Guidance Teachers: _____ total FTEs

Office Staff: _____ total FTEs

Teacher Librarian: _____ total FTEs

Library Technician: _____ total FTEs

Does your school have any specialty programs? ☐ none ☐ French Immersion ☐ Alternative

☐ International Baccalaureate preparation program ☐ specialized Arts or Sports school

☐ other (please specify) _____

2. ARTS

A) Specialist Music teachers (not including itinerants): _____ total FTEs ☐ none

Itinerant music teachers/instructors: ☐ yes ☐ no

B) Do students in your school have the opportunity to (check all that apply): ☐ learn an instrument in school hours

☐ participate in a choir, band or orchestra ☐ perform or display their art e.g. school musical, school art show

C) This year, will students see a live artistic performance? ☐ none ☐ 1 or 2 performances ☐ 3 or more performances

This year, will students have hands-on experience with a working artist? ☐ none ☐ 1 or 2 sessions ☐ 3 or more sessions

Any comments? _____

3. HEALTH & PHYSICAL EDUCATION

A) Specialist Health and Physical Education (H&PE) teachers: _____ total FTEs ☐ none

If you have a H&PE teacher, does he/she teach all students/grades? (Do not include Kindergarten students.) ☐ yes ☐ no

B) Every school is mandated to deliver 20 minutes of Daily Physical Activity (DPA). How would you rate the success of this program: ☐ excellent ☐ good ☐ average ☐ needs improvement ☐ poor

C) The H&PE curriculum includes mental health, healthy eating, personal safety, substance use and addictions, growth and development/human development and sexual health. Please rate delivery of these aspects of curriculum at your school: ☐ excellent ☐ good ☐ average ☐ needs improvement ☐ poor

Any successes or challenges? _____

4. SPECIAL EDUCATION

Special Education teachers: _____ total FTEs

Special Education assistants: _____ total FTEs

Total number of students who receive **any** assistance from the Special Education Department: # _____

How many students are currently waiting for assessment? # _____ for IPRC? # _____ for placement? # _____

Is there a restriction on the number of students who can be assessed per year? ☐ yes ☐ no

Are all identified students receiving recommended support? ☐ yes ☐ no

Does your school have a gifted program? ☐ yes ☐ no

Any comments? _____

5. MENTAL HEALTH

How would you rate your school's capacity to support students' mental health.

☐ excellent ☐ good ☐ average ☐ needs improvement ☐ poor

Any challenges or successes? _____

6. ENGLISH LANGUAGE LEARNERS (ELL) (previously ESL)

How many ESL teachers in the school (not including itinerants): _____ total FTEs ☐ none

Do you have itinerant ESL teachers? ☐ yes ☐ no

Does your school have any English Language Learners, English as a Second Language and/or English Literacy Development students? ☐ yes ☐ no **If yes, how many? #** _____ (all levels)

Any comments? _____

7. FIRST NATIONS, METIS & INUIT EDUCATION

Does your school offer the following Aboriginal education opportunities (check all that apply)? ☐ none

☐ cultural support program ☐ Aboriginal language program ☐ Aboriginal guest speakers

☐ ceremonies ☐ consultation with Aboriginal community members about educational priorities

☐ PD for staff around Aboriginal cultural issues ☐ other (please specify): _____

Any comments? _____

8. SCHOOL-COMMUNITY CONNECTIONS

Is there a staff member (other than the Principal or Vice-Principal) who is responsible for acting as a liaison with the community? ☐ yes ☐ no If yes, what is the FTE allotted solely to this position? _____ FTE ☐ none

Any comments? _____

9. EARLY CHILDHOOD EDUCATION & FAMILY SUPPORT

A) Does your school currently have a kindergarten program that runs **full-day, every day**? ☐ yes ☐ no

B) Does your school have family support programs? (e.g. Parenting and Family Literacy Centre, Ontario Early Years, Best Start) ☐ yes ☐ no

C) Does your school have on-site child care (and/ or extended day programs) for:

▪ **children under 4?** ☐ yes ☐ no Is the program: ☐ Full day ☐ Part-day

Is it open year-round? ☐ yes ☐ no Are subsidized spaces available? ☐ yes ☐ no

▪ **kindergarten-aged children?** ☐ yes ☐ no Are subsidized spaces available? ☐ yes ☐ no

Is it open (check all that apply): ☐ Before school ☐ After school ☐ Year-round

▪ **children in grades 1-6?** ☐ yes ☐ no Are subsidized spaces available? ☐ yes ☐ no

Is it open (check all that apply): ☐ Before school ☐ After school ☐ Year-round

Do child care/extended day staff and kindergarten teachers work together on coordinating curriculum?

☐ yes ☐ no

Is there systemic tracking of special needs children between the child care/extended day staff and school?

☐ yes ☐ no

D) If you have **no** child care/extended day programs in your school, have you had requests for them? ☐ yes ☐ no

How, if at all, have early childhood programs changed in your school in the last two years? _____

10. FUNDRAISING AND FEES

Approximately how much money will be fundraised by parents, students and staff in 2012/2013? \$ _____

Are parents asked for money for field trips? ☐ yes ☐ no

for any extra-curricular activities? ☐ yes ☐ no

for lunch time programs? ☐ yes ☐ no

How does your school deal with fees for students who can't pay? _____

Any comments? _____

Is there anything more you want to add or tell us about your school? What are the major successes and/or challenges in your school?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

People for Education, 641 Bloor St. W., Toronto, ON M6G 1L1 **Phone:** 416 534 0100 **Fax:** 416 536 0100 **Email:** info@peopleforeducation.ca **Website:** www.peopleforeducation.ca



PEOPLE FOR EDUCATION

2012 - 2013

Sondage auprès des écoles élémentaires

People for Education est un organisme indépendant qui veille à l'amélioration de l'éducation publique dans les écoles anglophones, francophones et catholiques de l'Ontario.

Avec l'aide des directeurs d'école de toute la province, nous utilisons les sondages annuels pour suivre les effets des modifications des politiques et du financement sur les programmes et les ressources des écoles ontariennes. Nous publions les conclusions de nos sondages annuels dans *People for Education Annual Report on Ontario Schools*.

Veillez remplir le sondage en ligne à www.peopleforeducation.ca. Cliquez sur *Research>>>School Survey* (*Recherche>>>Sondage auprès des écoles*).

Chaque école participante recevra un exemplaire électronique de ce rapport.

Votre formulaire de sondage doit être soumis au plus tard le 14 décembre 2012.

Si vous n'êtes pas en mesure de remplir le sondage en ligne, vous pouvez l'envoyer par la poste ou par télécopie aux coordonnées suivantes :

People for Education, 641, rue Bloor Ouest, Toronto (Ontario) M6G 1L1

Téléc. : 416-536-0100

Site Web : www.peopleforeducation.ca

**La confidentialité des réponses propres aux écoles individuelles sera préservée.
Seuls les résultats d'ensemble seront publiés.**

Conseil scolaire de district :	
École :	
Années :	
Nombre d'élèves :	
Adresse :	
Ville :	Code postal :
Tél. : ()	Téléc. : ()
Adresse électronique de l'école :	
Personne-ressource :	

© People for Education

COMMENT REMPLIR LE SONDAGE

Lorsque vous répondez aux questions concernant les effectifs, veuillez indiquer le nombre total de postes, en termes d'équivalents à temps plein (ETP). Par exemple, un poste à temps plein ou deux postes à mi-temps = 1 ETP; quatre jours par semaine = 0,8 ETP; un poste à mi-temps = 0,5 ETP; un jour par semaine = 0,2 ETP, etc.

1. VUE D'ENSEMBLE DE L'ÉCOLE

Enseignants : _____ total ETP

Direction d'école : _____ total ETP

Combien d'établissements scolaires sont sous la responsabilité de la direction d'école? _____

Direction adjointe : _____ total ETP

Service d'orientation : _____ total ETP

Personnel de bureau : _____ total ETP

Enseignante ou enseignant-bibliothécaire : _____ total ETP

Bibliotechnicienne ou bibliotechnicien : _____ total ETP

Est-ce que votre école a un programme spécial? ☐ aucun ☐ programme de préparation au baccalauréat international

☐ écoles spécialisées dans l'enseignement artistique ou les sports ☐ autre (veuillez préciser) _____

2. ARTS

A) Enseignants de musique spécialistes (sans compter les itinérants) : _____ total ETP ☐ aucun

Enseignants de musique itinérants : ☐ oui ☐ non

B) Les élèves de votre école ont-ils la possibilité de (cochez tout ce qui s'applique) : ☐ étudier un instrument pendant les heures de classe? ☐ participer à un chœur ou à un orchestre? ☐ jouer sur scène ou exposer leurs œuvres artistiques, p. ex. comédie musicale scolaire ou exposition artistique à l'école?

C) Cette année, est-ce que les élèves assisteront à un spectacle? ☐ non ☐ 1 ou 2 spectacles ☐ 3 spectacles ou plus

Cette année, les élèves rencontreront-ils personnellement un artiste professionnel? ☐ non ☐ 1 ou 2 fois ☐ 3 fois ou plus

Des commentaires? _____

3. ÉDUCATION PHYSIQUE ET SANTÉ

A) Enseignants spécialistes de l'éducation physique et santé (EPS) : _____ total ETP ☐ aucun

Si vous avez un enseignant spécialisé en éducation physique et santé, est-ce qu'il ou elle donne des cours à tous les élèves de toutes les années? [Hormis les élèves de la maternelle et du jardin d'enfants.] ☐ oui ☐ non

B) Chaque école doit enseigner 20 minutes d'activité physique quotidienne (APQ). Comment évalueriez-vous la réussite de ce programme? ☐ excellente ☐ satisfaisante ☐ moyenne ☐ à améliorer ☐ médiocre

C) Le programme-cadre d'EPS aborde les thèmes suivants : santé mentale, alimentation saine, sécurité personnelle, toxicomanie, croissance et développement/développement personnel et santé sexuelle.

Veuillez évaluer la qualité de l'enseignement de ces aspects du programme-cadre dans votre école.

☐ excellente ☐ satisfaisante ☐ moyenne ☐ à améliorer ☐ médiocre

Des réussites ou des défis? _____

4. ÉDUCATION DE L'ENFANCE EN DIFFICULTÉ

Enseignante ou enseignant à l'enfance en difficulté : _____ total ETP

Aide-enseignante ou aide-enseignant à l'enfance en difficulté : _____ total ETP

Nombre total d'élèves qui reçoivent une aide, **quelle qu'elle soit**, du service d'éducation à l'enfance en difficulté : _____

Combien d'élèves attendent une évaluation à l'heure actuelle? _____ Combien sont en attente d'un CIPR? _____

Combien sont en attente d'un placement? _____

Y a-t-il un plafond pour le nombre annuel d'évaluations d'élèves? ☐ oui ☐ non

Est-ce que tous les élèves identifiés reçoivent le soutien recommandé? ☐ oui ☐ non

Votre école a-t-elle un programme pour enfants doués? ☐ oui ☐ non

Des commentaires? _____

5. SANTÉ MENTALE

Comment évalueriez-vous la capacité de votre école de veiller à la santé mentale des élèves?

☐ excellente ☐ satisfaisante ☐ moyenne ☐ à améliorer ☐ médiocre

Des commentaires sur les défis et les succès? _____

6. APPRENTISSAGE DU FRANÇAIS - ALF/PANA

Combien d'enseignants ALF/PANA y a-t-il à votre école? (sans compter les enseignants itinérants) _____ total d'ETP

Avez-vous des enseignants ALF/PANA itinérants? ☐ oui ☐ non

Votre école a-t-elle des élèves qui suivent les programmes ALF/PANA? ☐ oui ☐ non

Si oui, combien _____ (à tous les niveaux)?

Des commentaires? _____

7. ÉDUCATION DES PREMIÈRES NATIONS ET DES MÉTIS ET DES INUITS

Votre école dispense-t-elle des activités d'éducation des Premières Nations? (cochez tout ce qui s'applique)

☐ aucune ☐ programme de soutien culturel ☐ programme d'enseignement des langues autochtones ☐ conférenciers autochtones invités ☐ cérémonies ☐ consultation des membres de la communauté sur les priorités éducatives ☐ PF du personnel sur les questions culturelles autochtones ☐ autre (veuillez préciser) : _____

Des commentaires? _____

8. RAPPORTS ENTRE L'ÉCOLE ET LA COLLECTIVITÉ

Est-ce qu'un membre de votre personnel (autre que la direction ou la direction adjointe) a la responsabilité de jouer un rôle d'agent de liaison auprès de la collectivité? ☐ oui ☐ non

Dans l'affirmative, quel ETP est affecté exclusivement à ce rôle? _____ ETP ☐ aucun

Des commentaires? _____

9. ÉDUCATION DE LA PETITE ENFANCE ET AIDE À LA FAMILLE

A) Est-ce que votre école offre actuellement un programme de maternelle et de jardin d'enfants à temps plein, tous les jours? ☐ oui ☐ non

B) Est-ce que votre école offre des programmes d'aide à la famille? (Ex. : Centre de formation au rôle parental et de littératie pour les familles, centre de développement de la petite enfance, Meilleur départ) ☐ oui ☐ non

C) Est-ce que votre école offre des services de garde d'enfants sur place (et/ou des programmes de jour prolongé) destinés :
▪ aux enfants âgés de moins de quatre ans? ☐ oui ☐ non Le programme est-il ☐ à temps plein? ☐ à temps partiel?

Sont-ils offerts à longueur d'année? ☐ oui ☐ non Y a-t-il des places subventionnées? ☐ oui ☐ non

▪ aux enfants en âge de fréquenter la maternelle ou le jardin d'enfants? ☐ oui ☐ non

Y a-t-il des places subventionnées? ☐ oui ☐ non

Est-il ouvert? (cochez tout ce qui s'applique) ☐ avant l'école ☐ après l'école ☐ toute l'année

▪ aux enfants de la 1^{re} à la 6^e année? ☐ oui ☐ non

Y a-t-il des places subventionnées? ☐ oui ☐ non

Est-il ouvert? (cochez tout ce qui s'applique) ☐ avant l'école ☐ après l'école ☐ toute l'année

Est-ce que le personnel chargé de la garde des enfants et des programmes du jour prolongé et les enseignants de la maternelle et du jardin d'enfants collaborent afin d'harmoniser le programme d'enseignement? ☐ oui ☐ non

Est-ce que les enfants ayant des besoins particuliers font l'objet d'un suivi systématique de la part du personnel chargé de la garde des enfants et du programme du jour prolongé et de l'école? ☐ oui ☐ non

D) Si vous n'avez pas des services de garde d'enfants/programmes de jour prolongé dans votre école, est-ce qu'ils vous ont déjà été demandé? ☐ oui ☐ non

Comment les programmes destinés à la petite enfance ont-ils évolué au sein de votre école au cours des deux dernières années, le cas échéant? _____

Approximativement combien d'argent sera recueilli par les parents, les élèves et le personnel de votre école en 2012-2013? _____ \$

Est-ce que l'école demande aux parents de l'argent pour les excursions? ☐ oui ☐ non

... pour certaines activités parascolaires? ☐ oui ☐ non

... pour les programmes du repas de midi? ☐ oui ☐ non

Comment votre école gère-t-elle la question des enfants qui ne peuvent pas régler les frais? _____

Des commentaires? _____

Souhaitez-vous nous faire part de commentaires supplémentaires au sujet de votre école? Quelles sont les principales réussites et les principaux défis de votre école?

Vous pouvez joindre une feuille supplémentaire à ce formulaire au besoin.

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines that run across the entire width of the page. The lines are uniform in thickness and color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

People for Education, 641, rue Bloor O., Toronto (Ontario) M6G 1L1 **Tél.** : 416-534-0100 **Télex.** : 416-536-0100
Courriel : info@peopleforeducation.ca **Site Web** : www.peopleforeducation.ca



PEOPLE FOR EDUCATION

2012 - 2013 Secondary School Survey

People for Education is an independent organization working to support public education in Ontario's English, French, and Catholic schools.

With the help of principals across the province, we use annual surveys to keep track of the effects of policy and funding changes on programs and resources in Ontario's schools. We publish the results of findings from our annual surveys in the *People for Education Annual Report on Ontario Schools*.

Please complete the survey online at www.peopleforeducation.ca . Click on *Research>>>School Survey*.

Each participating school will receive an electronic copy of this report.

Please submit the survey by November 23, 2012.

If you cannot complete the survey online, please mail or fax the survey to:

People for Education, 641 Bloor St W., Toronto, Ontario M6G 1L1

fax: 416-536-0100

web site: www.peopleforeducation.ca

Individual school responses will remain confidential.
Only overall results will be published.

District School Board:	
School:	
Includes grades:	to
Number of students:	
School Address:	
City:	Postal Code:
Phone: ()	Fax: ()
School Email:	
Contact Person:	

© People for Education

Please tell us the **total** number of staff positions, counted in **full-time equivalents (FTEs)**. For example, one full-time or two half-time positions equal 1.0 FTE; if a person works 4 days a week, this equals 0.8 FTE; a half-time position equals 0.5 FTE; one day a week equals 0.2 FTE, etc.

1. OVERVIEW

Principal: _____ total FTEs _____
 Vice-principal: _____ total FTEs _____
 Guidance: _____ total FTEs _____
 Office Staff: _____ total FTEs _____
 Teacher Librarian: _____ total FTEs _____
 Library Technician: _____ total FTEs _____

Does your school have any specialty programs? ☐ none ☐ French Immersion ☐ Alternative ☐ International
☐ Baccalaureate ☐ specialized Arts or Sports school ☐ other (please specify) _____

How many students are earning credits through e-learning? (e.g., on-line course, video conferencing, etc.) # _____

2. ARTS

Do students in your school have the opportunity to (check all that apply): ☐ learn an instrument in school hours
☐ participate in a choir, band or orchestra ☐ perform or display their art, e.g. school musical, school art show

This year will students see a live artistic performance? ☐ never ☐ 1 or 2 performances ☐ 3 or more

Does your school offer grade 11-12 level arts courses in the following areas (check all that apply)? ☐ none
☐ Dance ☐ Drama ☐ Exploring and creating in the arts ☐ Media arts ☐ Music ☐ Visual Arts

Any comments? _____

3. CAREER TRAINING AND TECHNICAL EDUCATION

Does your school offer technical program courses (T-code) in grade 9 and 10? ☐ yes ☐ no

Does your school offer technical program courses (T-code) in grades 11 and 12? ☐ yes ☐ no

Do students have workplace learning opportunities at your school (check all that apply)? ☐ none
☐ Co-op program ☐ Specialist High Skills Major ☐ Ontario Youth Apprenticeship Program
☐ other (please specify) _____

Are there waiting lists for any of these courses? ☐ yes ☐ no Which programs have a waiting list? _____

Does your school have dual credit arrangements with one or more colleges? ☐ yes ☐ no

Any comments on successes or barriers? _____

4. SPECIAL EDUCATION

Special Education Teachers: _____ total FTEs

Special Education Assistants: _____ total FTEs

Total number of students who receive **any** assistance from the Special Education Department: # _____

How many students are currently waiting for assessment? # _____ for IPRC? # _____ for placement? # _____

Is there a restriction on the number of students who can be assessed per year? ☐ yes ☐ no

Are all identified students receiving recommended support? ☐ yes ☐ no

Does your school have a gifted program? ☐ yes ☐ no

Any comments? _____

5. ENGLISH LANGUAGE LEARNERS (ELL) (previously ESL)

How many ESL Teachers in the school: (not including itinerants): _____ total FTEs ☐ none

Do you have itinerant ESL Teachers? ☐ yes ☐ no

Does your school have any English Language Learners, English as a Second Language and/or English Literacy

Development students? ☐ yes ☐ no **If yes**, how many? # _____ (all levels)

Any comments? _____

6. FIRST NATIONS, METIS & INUIT EDUCATION

Does your school offer the following Aboriginal education opportunities (check all that apply)? ☐ none

☐ cultural support program ☐ Aboriginal language program ☐ PD for staff around Aboriginal cultural issues

☐ Aboriginal guest speakers ☐ consultation with Aboriginal community members about educational priorities

☐ ceremonies ☐ post-secondary outreach with a focus on Aboriginal students

Any comments? _____

7. ACADEMIC / APPLIED PROGRAMS

Do students in your school transfer from applied to academic courses? ☐ never ☐ not very often ☐ often

☐ n/a (the school does not offer courses at both the applied and academic level)

Do students at your school require a transfer course to move from applied to academic courses? ☐ yes ☐ no

If yes, do you offer transfer courses during regular school hours? ☐ yes ☐ no

Any comments? _____

8. MENTAL HEALTH

How would you rate your school's capacity to support students' mental health?

☐ excellent ☐ good ☐ average ☐ needs improvement ☐ poor

Any challenges or successes? _____

9. SCHOOL-COMMUNITY CONNECTIONS

Is there a staff member (other than the Principal or Vice-Principal) who is responsible for acting as a liaison with the community?

☐ yes ☐ no **If yes**, what is the FTE allotted solely to this position? _____ FTE ☐ none

Any comments? _____

10. FUNDRAISING

Approximately how much money will be fundraised by parents, students and staff in 2012/2013? \$ _____

11. FEES

How much is the Student Activity Fee this year (2012/13)? \$ _____

Do you have Athletic fees? ☐ yes ☐ no **If yes**, what is the range? (e.g., \$5 to \$25) \$ _____ to \$ _____

Do you have fees for labs or materials for any classes? ☐ yes ☐ no

If yes, please estimate the average total lab/material fees a student might pay: \$ _____

Please check the departments, if any, where fees are charged to students: ☐ Art ☐ Music ☐ History ☐ Math

☐ English ☐ Geography ☐ Science ☐ Design & Technology ☐ Physical Education

☐ Business ☐ Computers ☐ Moderns ☐ Family Studies ☐ other _____

How does your school deal with fees for students who can't pay? _____

Is there anything more you want to add or tell us about your school? What are the major challenges and/or successes in your school?

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**PEOPLE FOR
EDUCATION**
because education matters most

PEOPLE FOR EDUCATION

2012 - 2013

Sondage auprès des écoles secondaires

People for Education est un organisme indépendant qui veille à l'amélioration de l'éducation publique dans les écoles anglophones, francophones et catholiques de l'Ontario.

Avec l'aide des directeurs d'école de toute la province, nous utilisons les sondages annuels pour suivre les effets des modifications des politiques et du financement sur les programmes et les ressources des écoles ontariennes. Nous publions les conclusions de nos sondages annuels dans ***People for Education Annual Report on Ontario Schools***.

Veillez remplir le sondage en ligne à www.peopleforeducation.ca. Cliquez sur *Research>>>School Survey* (*Recherche>>>Sondage auprès des écoles*).

Chaque école participante recevra un exemplaire électronique de ce rapport.

Votre formulaire de sondage doit être soumis au plus tard le 23 novembre 2012.

Si vous n'êtes pas en mesure de remplir le sondage en ligne, vous pouvez l'envoyer par la poste ou par télécopie aux coordonnées suivantes :

People for Education, 641, rue Bloor Ouest, Toronto (Ontario) M6G 1L1

Téléc. : 416-536-0100

Site Web : www.peopleforeducation.ca

**La confidentialité des réponses propres aux écoles individuelles sera préservée.
Seuls les résultats d'ensemble seront publiés.**

Conseil scolaire de district :	
École :	
Années :	
Nombre d'élèves :	
Adresse :	
Ville :	Code postal :
Tél. : ()	Téléc. : ()
Adresse électronique de l'école :	
Personne-ressource :	

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Lorsque vous répondez aux questions concernant les effectifs, veuillez indiquer le nombre total de postes, en termes d'équivalents à temps plein (ETP). Par exemple, un poste à temps plein ou deux postes à mi-temps = 1 ETP; quatre jours par semaine = 0,8 ETP; un poste à mi-temps = 0,5 ETP; un jour par semaine = 0,2 ETP; etc.

1. VUE D'ENSEMBLE

Direction d'école : _____ total ETP
Direction adjointe : _____ total ETP
Service d'orientation : _____ total ETP
Personnel de bureau : _____ total ETP
Enseignante ou enseignant-bibliothécaire : _____ total ETP
Bibliotechnicienne ou bibliotechnicien : _____ total ETP

Est-ce que votre école a un programme spécial? ☐ aucun ☐ programme de baccalauréat international
☐ école spécialisé en arts ou sports ☐ autre _____

Combien d'élèves obtiennent des crédits par l'entremise de l'apprentissage électronique? (Ex. : *cours en ligne, vidéoconférences, etc.*) _____

2. ARTS

Les élèves de votre école ont-ils la possibilité de (cochez tout ce qui s'applique) : ☐ étudier un instrument pendant les heures de classe? ☐ participer à un chœur ou à un orchestre? ☐ jouer sur scène ou exposer leurs œuvres artistiques, p. ex. comédie musicale scolaire ou exposition artistique à l'école?

Cette année, est-ce que les élèves assisteront à un spectacle? ☐ non ☐ 1 ou 2 spectacles ☐ 3 spectacles ou plus

Votre école offre-t-elle des cours d'enseignement artistique de 11^e et 12^e année dans les domaines suivants? (cochez tout ce qui s'applique) ☐ aucun ☐ Danse ☐ Théâtre ☐ Découverte et création artistiques ☐ Arts médiatiques ☐ Musique

☐ Arts visuels

Des commentaires? _____

3. FORMATION PROFESSIONNELLE ET ÉDUCATION TECHNIQUE

Votre école dispense-t-elle des cours d'éducation technique (code T) en 9^e et 10^e année? ☐ oui ☐ non

Votre école dispense-t-elle des cours d'éducation technique (code T) en 11^e et 12^e année? ☐ oui ☐ non

Vos élèves ont-ils des possibilités d'apprentissage du milieu de travail à votre école? (cochez tout ce qui s'applique)

☐ aucune ☐ Programme coopératif ☐ Majeure haute spécialisation ☐ Programme d'apprentissage pour les jeunes de l'Ontario ☐ autre (veuillez préciser) : _____

Y a-t-il des listes d'attente pour ces cours? ☐ oui ☐ non Quels programmes ont une liste d'attente? _____

Votre école a-t-elle des ententes de double reconnaissance de crédit avec un ou plusieurs collèges? ☐ oui ☐ non

Commentaires sur les réussites ou les obstacles? _____

4. ÉDUCATION DE L'ENFANCE EN DIFFICULTÉ

Enseignante ou enseignant à l'enfance en difficulté : _____ total ETP

Aide-enseignante ou aide-enseignant à l'enfance en difficulté : _____ total ETP

Nombre total d'élèves qui reçoivent une aide, **quelle qu'elle soit**, du service d'éducation à l'enfance en difficulté : _____

Combien d'élèves attendent une évaluation à l'heure actuelle? _____ Combien sont en attente d'un CIPR? _____

Combien sont en attente d'un placement? _____

Y a-t-il un plafond pour le nombre annuel d'évaluations d'élèves? ☐ oui ☐ non

Est-ce que tous les élèves identifiés reçoivent le soutien recommandé? ☐ oui ☐ non

Votre école a-t-elle un programme pour enfants doués? ☐ oui ☐ non

Des commentaires? _____

5. APPRENTISSAGE DU FRANÇAIS - ALF/PANA

Combien d'enseignants ALF/PANA y a-t-il à votre école?(sans compter les enseignants itinérants) _____ total d'ETP

Avez-vous des enseignants ALF/PANA itinérants? ☐ oui ☐ non

Votre école a-t-elle des élèves qui suivent les programmes ALF/PANA? ☐ oui ☐ non

Si oui, combien? _____ (à tous les niveaux)

Des commentaires? _____

6. ÉDUCATION DES PREMIÈRES NATIONS ET DES MÉTIS ET DES INUITS

Votre école dispense-t-elle des activités d'éducation des Premières Nations? (cochez tout ce qui s'applique)

☐ aucune ☐ programme de soutien culturel ☐ programme d'enseignement des langues autochtones ☐ PF du personnel sur les questions culturelles autochtones ☐ conférenciers autochtones invités ☐ consultation des membres de la communauté sur les priorités éducatives ☐ cérémonies ☐ promotion du palier postsecondaire axée sur les élèves autochtones

Des commentaires? _____

7. PROGRAMMES DE FORMATION GÉNÉRALE/APPLIQUÉE

Les élèves de votre école effectuent-ils la transition entre des cours appliqués et des cours théoriques?

☐ jamais ☐ pas très souvent ☐ souvent ☐ s.o. (l'école n'offre pas à la fois des cours appliqués et théoriques)

Les élèves de votre école doivent-ils suivre un cours de transition pour passer des cours appliqués aux cours théoriques?

☐ oui ☐ non Si oui, offrez-vous des cours de transition pendant l'horaire régulier? ☐ oui ☐ non

Des commentaires? _____

8. SANTÉ MENTALE

Comment évalueriez-vous la capacité de votre école de veiller à la santé mentale des élèves?

☐ excellente ☐ satisfaisante ☐ moyenne ☐ à améliorer ☐ médiocre

Des commentaires sur les défis et les succès? _____

9. RAPPORTS ENTRE L'ÉCOLE ET LA COLLECTIVITÉ

Est-ce qu'un membre de votre personnel (autre que la direction ou la direction adjointe) a la responsabilité de jouer un rôle d'agent de liaison auprès de la collectivité? ☐ oui ☐ non

Dans l'affirmative, quel ETP est affecté exclusivement à ce rôle? _____ ETP ☐ aucun

Des commentaires? _____

10. FINANCEMENT

Approximativement combien d'argent sera recueilli par les parents, les élèves et le personnel de votre école en 2012-2013?
_____ \$

11. FRAIS

À combien s'élèvent les frais d'activités scolaires cette année (2012-2013)? _____ \$

Est-ce que votre école perçoit des frais d'activités sportives? ☐ oui ☐ non

Dans l'affirmative, veuillez indiquer la plage de frais (ex. : de 5 \$ à 25 \$) : _____ \$ à _____ \$

Est-ce que votre école perçoit des frais pour les activités de laboratoire ou le matériel de classe? ☐ oui ☐ non

Dans l'affirmative, veuillez indiquer le montant total approximatif des frais de laboratoire et de matériel qu'un élève aurait à payer: _____ \$

Veuillez cocher toutes les cases correspondant à des départements qui perçoivent des frais. ☐ Arts ☐ Musique

☐ Histoire ☐ Mathématiques ☐ Français ☐ Géographie ☐ Sciences ☐ Design et technologie

☐ Éducation physique ☐ Études commerciales ☐ Informatique ☐ Études modernes ☐ Sciences familiales

☐ autre _____

Comment votre école gère-t-elle la question des enfants qui ne peuvent pas régler les frais? _____

COMMENTAIRES SUPPLÉMENTAIRES

Souhaitez-vous nous faire part de commentaires supplémentaires au sujet de votre école? Quelles sont les principales réussites et les principaux défis de votre école?

Vous pouvez joindre une feuille supplémentaire à ce formulaire au besoin.

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People for Education, 641, rue Bloor O., Toronto (Ontario) M6G 1L1 Tél. : 416-534-0100 Téléc. : 416-536-0100

Courriel : info@peopleforeducation.ca **Site Web :** www.peopleforeducation.ca



NOTES

- 1 Government of Ontario. (2013) School board funding projections for the 2013-14 school year. <http://www.edu.gov.on.ca/eng/funding/1314/funding13.pdf>
- 2 The first year People for Education began collecting secondary data.
- 3 See e.g. Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning Learning from Leadership Project (pp. 88). Toronto: The Wallace Foundation.
- 4 http://www.eqao.com/pdf_e/provquestionnaire/1112/G36_2012_PO_P01.PDF
- 5 See “Principals”, People for Education (2011). Annual Report on Schools. Toronto: People for Education. Retrieved May 8, 2013, from <http://www.peopleforeducation.ca/wp-content/uploads/2011/07/Annual-Report-on-Ontario-Schools-2011.pdf>.
- 6 Ontario School Library Association. (2009). Together for learning: School libraries and the emergence of the learning commons: A vision for the twenty-first century (pp. 56). Toronto: author.
- 7 Ontario Libraries Association / People for Education. (2006). School libraries and reading achievement in Ontario. Toronto: Ontario Library Association; People for Education. (2012) Reading for Joy. Toronto: People for Education.
- 8 Source: Education Quality and Accountability Office. Demographic data from 2006 Census, analyzed by school.
- 9 “Low income schools” are defined as the 10% of schools with the lowest average family incomes, and “high income schools” are defined as the 10% of schools with the highest average family incomes.
- 10 See e.g. Education Quality and Accountability Office. (2010) PISA, 2009: Highlights of Ontario student results. Retrieved May 1, 2013 from http://www.eqao.com/pdf_e/10/2009_PISA_Highlights_en.pdf.
- 11 See e.g. Willms, J. D. (Ed.). (2002). Vulnerable Children: findings from Canada’s National Longitudinal Survey of Children and Youth. Edmonton: University of Alberta Press.
- 12 Campaign 2000. (2013) Strengthening families for Ontario’s future: 2012 Report Card on Child Poverty—Ontario. Retrieved May 8, 2013, from <http://www.campaign2000.ca/Ontario/reportcards/2013ReportCardOnChildPovertyOntario.pdf>. Please note that Statistics Canada—and this report—use multiple measures of low income. Low-income cut-off (LICO, which is the measure used by EQAO in its demographic analyses) and the Low Income Measure (LIM, which is the measure used by the Government of Ontario in its Poverty Reduction Strategy) are both widely used. The LIM is a fixed percentage (50%) of median adjusted household income, where “adjusted” indicates that household needs are taken into account. Statistics Canada has been producing the LIMs since 1991 and they are aligned with latest international standard.
- 13 Campaign 2000, see note 12.
- 14 Ibid.
- 15 See e.g. National Research Council Institute of Medicine (U.S.). (2004). Engaging schools: Fostering high school students’ motivation to learn. Washington: National Academies Press; Thrupp, M. (1999). Schools Making a Difference: Let’s Be Realistic. Buckingham, UK: Open University Press; Levin, B. (2007). Schools, Poverty, and the Achievement Gap. Phi Delta Kappan, 89(1), 75-76.
- 16 EQAO classifies students as having special education needs depending on whether they receive special education services. See EQAO. (2009) Guide for accommodations, special provisions, deferrals and exemptions. Toronto: author. http://www.eqao.com/pdf_e/09/Sacg_Xe_0409_web.pdf.
- 17 G. Parekh and R. Brown. (2010). Special education: Structural overview and student demographics. Toronto: Toronto DSB. Retrieved May 8, 2013, from http://www.tdsb.on.ca/wwwdocuments/about_us/external_research_application/docs/SpecEdStructuralOverviewStudentDemo.pdf.
- 18 Toronto District School Board. (2012). Grade 9 Cohort 2006-2011: Special education fact sheet No. 4. Toronto: Toronto DSB. Retrieved May 8, 2013, from http://www.tdsb.on.ca/wwwdocuments/about_us/external_research_application/docs/Gr9CohortFactSheet4SpecialEducation.pdf.

- 19 Education Equality Task Force & Rozanski, M. (2002). Investing in public education: Advancing the goal of continuous improvement in student learning and achievement (Review). Toronto: Ontario Ministry of Education.
- 20 Education Act, R.S.O. 1990, c.E.5 as amended, ss 32(1) and s.170(1)(6) and (13).
- 21 Ontario Ministry of Education. (2011) Fees for learning materials and activities guideline. Retrieved May 2, 2013 from <http://www.edu.gov.on.ca/eng/parents/feesguideline.pdf>.
- 22 See e.g., Willms, J.D. (2003). *Student engagement at school: A sense of belonging and participation*. Paris, France: OECD; National Research Council Institute of Medicine, see note 15.
- 23 Ontario Student Trustees' Association. (2011) OSTA-AECO Student and parent survey—Analysis and results. Toronto: author, retrieved May 2, 2013 from <http://www.peopleforeducation.ca/wp-content/uploads/2011/10/OSTA-P4E-Student-Parent-Survey-Final-Report.pdf>
- 24 Eg. Secondary school, Upper Grand DSB; Secondary school, Lambton Kent DSB; Secondary school, Toronto DSB; Elementary school, Greater Essex DSB
- 25 Elementary school, DSB of Niagara
- 26 Secondary school, Trillium Lakelands
- 27 Elementary schools, CSD catholique de l'Est Ontarien and Durham DSB
- 28 Eg. Elementary schools, Durham DSB and London District Catholic DSB
- 29 Eg. Elementary school, Huron-Superior Catholic DSB
- 30 Elementary school, Durham Catholic DSB
- 31 Principal, Elementary school, Ottawa-Carleton DSB
- 32 Elementary school, Ottawa-Carleton DSB
- 33 Elementary school, Lambton Kent DSB
- 34 Secondary school, Avon Maitland DSB
- 35 *Education Act*, see note 20, s.0.1(3).
- 36 See, eg., OECD Centre for Educational Research and Innovation. (2010). Improving health and social cohesion through education (pp. 222). Paris: Organization for Economic Cooperation and Development; Stewart-Brown, S. (2006). What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach? Copenhagen, WHO Regional Office for Europe (Health Evidence Network report) accessed March 10, 2013 from http://www.euro.who.int/__data/assets/pdf_file/0007/74653/E88185.pdf.
- 37 Public Health Agency of Canada (2008). Healthy Settings for Young People in Canada. Retrived from: <http://www.phac-aspc.gc.ca/hp-ps/dca-dea/publications/yjc/summ-eng.php>
- 38 Ontario Physical and Health Education Association (OPHEA). (2012). Time to take action for Ontario's kids. Toronto: OPHEA, retrieved March 10 from https://www.ophea.net/sites/default/files/file_attach/HPEA_AdvocacyPieceFINAL_02OC12.pdf.
- 39 See e.g., R.D. Telford, R.B. Cunningham, R. Fitzgerald, et al., (2012). Physical education, obesity, and academic achievement: a 2-year longitudinal investigation of Australian elementary school children. *American Journal of Public Health*, 102(2) 368-74; R.D. Telford, R.B. Cunningham, R.M. Telford et al., Physical education can improve insulin resistance: Evidence from the LOOK randomized cluster trial. (2013) *Medicine and Science in Sports and Exercise*, Mar. 28 (epub).
- 40 See studies reviewed in R. Bailey, Physical education and sport in schools: A review of benefits and outcomes. (2006). *Journal of School Health* 76(8), 397-401; S. Kreimler, Zahner, C., Schindler, C. et al. (2010). Effect of a school-based physical activity program on fitness and adiposity in primary school children: cluster randomized trial. *British Medical Journal*, 340 c. 785 (this study included extra time for physical education).
- 41 See Ministry of Education, Policy and Program Memorandum No. 138, October 6, 2005. Retrieved May 6, 2013, from <http://www.edu.gov.on.ca/eng/teachers/dpa.html>.
- 42 Stone, M. R., Faulkner, G. E. J., Zeglen-Hunt, L., & Cowie-Bonne, J. (2012). The Daily Physical Activity (DPA) policy in Ontario: Is it working? An examination using accelerometry-measured physical activity data. *Canadian Journal of Public Health*, 103(3).

- 43 Ministry of Health. (2011) *Open minds, healthy minds: Ontario's comprehensive mental health and addictions strategy*. Toronto: Government of Ontario, retrieved May 2, 2013 from http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth.aspx.
- 44 Government of Ontario. Education funding for 2013-14, Memorandum to Directors of Education March 27, 2013; Funding in addition to Grants for Student Needs <http://faab.edu.gov.on.ca/Memos/B2013/B06E.pdf>
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This report was produced with support from The Atkinson Charitable Foundation, The R. Howard Webster Foundation, MITACS Accelerate and the contributions of citizens across Ontario.



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